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ABSTRACT

This resource guide introduces a curriculum designed to help instructors meet the needs of special adult audiences--displaced homemakers, single parents, dislocated workers, and economically depressed families. It is organized according to four practical problems: (1) personal development; (2) career exploration; (3) employability; and (4) resource management. For each practical problem, a series of related concerns are presented. Within each concern, one or more modules are provided. Each module consists of a chart with three columns: process skills column that highlights the practical reasoning process; concepts column that refines the module topic; and strategies column that suggests a variety of instructional strategies. Handouts and worksheets are at the end of each module. An introductory practical reasoning module is designed to teach the process used throughout the guide and focuses on teaching those thinking skills in a problem-solving situation that many adult learners find themselves facing. Module topics include the following: adult development, self-esteem, values and attitudes, change, conflict management, personal skills, interests, employment trends, career options, career decisions, work attitudes, applications, interviews, salaries, employer expectations, work stress, commitment to work and family, parenting concerns, budgeting, credit, savings, child care, time management, family law, and consumer law. (YLB)

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PREFACE

Often recognized for outstanding and creative vocational home economics programs, Ohio was one of the first states to establish home economics programs for special populations. The Family Life program began in 1967 for families in economically depressed areas; the Displaced Homemaker program was established in 1978; the Graduation, Occupation, and Living Skills (GOALS) program for young single parents who are school dropouts began in 1980; and the Transitions program was created for dislocated workers in 1983.

Through the Carl D. Perkins Vocational Education Act of 1984, programs for single parents and displaced homemakers were expanded and grants providing vocational tuition, child-care and travel support services were added. As these programs for specialized populations grew and developed, so did the need for a specialized, yet flexible, curriculum.

The curriculum introduced in this Family and Career Transitions (FACT) Resource Guide is to help instructors meet the needs of special adult audiences--displaced homemakers, single parents, dislocated workers, and economically depressed families. Both the diversities and the commonalities within these populations and within the various programs serving them have received consideration in the curriculum's design. Some common characteristics of these populations include

- Very limited financial resources
- Low self-esteem and self-confidence
- Loss of financial security and personal identity due to displacement after years of loyalty to a marriage and/or job
- Lack or unawareness of own employable skills
- Unawareness of educational and job opportunities
- Multiple stresses from personal, family, and home-related problems
- Financial and custodial responsibilities for dependent children
- Negative attitudes and experience with education

The FACT resource guide is both content-oriented and process-oriented. The content focuses on personal development, career exploration, employability, and resource management, in the context in which the above-mentioned populations live. The process is that of practical reasoning--that is, solving problems by using reliable information, considering alternatives, and judging consequences in terms of ethical standards.

The practical reasoning model was chosen because it

- Recognizes and emphasizes the practical approach to the complexity of problems of adults who are experiencing family and career transitions

- Develops critical and creative thinking skills, enabling adult learners to function in a changing world

- Encourages action to bring about needed change, rather than passive acceptance of existing social conditions

- Considers "valued ends" based on "What should be?" questions

The FACT resource guide can be adapted to local needs. The instructor should give considerable time and thought to planning lessons that are meaningful to the mix of students in a given class.

The FACT resource guide would not have been possible without the help of local coordinators who contributed significantly to it by testing modules and supplying materials. Much appreciation goes to Patricia Davis Clark, who served as project coordinator and writer for the curriculum.

INTRODUCTION

The practical reasoning curricular design, selected for the FACT resource guide, focuses on perennial and practical problems of the individual at work and at home and helps learners develop the knowledge and skills to resolve those problems in real life. To understand this curricular design, several terms are defined below:

- A "problem" is viewed as a question which requires special knowledge and careful thought.
- "Perennial problems" are enduring questions faced by each generation.
- "Practical problems" are valid questions regarding what is the best action to take in a particular context.

As our world becomes increasingly complex, people need to develop skills to evaluate information, scrutinize decisions, and take morally defensible actions. The aim of the resource guide is to foster development of a fully functioning individual who takes action for the betterment of the family, workplace, and society.

The practical problem orientation has been shown through educational research to be a valid approach for accomplishing this. Adults face complex "what to do" questions such as "What do I do regarding my personal development, career exploration, employability, and resource management?" Human survival may even depend on the ability to solve such problems. The practical reasoning process teaches critical and creative thinking skills--skills that employers consider necessary to survive in the workplace. It encourages an active stance in which learners control, instead of simply react to, their life and their environment. And the practical learning process considers the valued ends of decisions.

Throughout the guide, the practical reasoning process is used to teach learners to

1. Develop skills, including
   - ° Practical reasoning and critical thinking skills
   - ° Interpersonal communication skills
   - ° Job search and employability skills
   - ° Diverse family and work skills
2. Value quality family and work life, and develop a personal philosophy of
   - ° A balanced self, family, and work life
   - ° Pride in self, family, and work life
   - ° A concern for the well-being of self, family, and others
3. Takes reasoned action, including
   - ° Planning for the integration of family and career
   - ° Managing resources
   - ° Developing personal self
   - ° Securing employment

The FACT resource guide should help adults take three types of reasoned action: technical, communicative, and emancipative. Table 1 illustrates the purpose of each type of action and the goals of the FACT resource guide.

Table 1

TYPE OF ACTION	PURPOSE	GOAL OF PRACTICAL REASONING CURRICULUM
Technical	Technical control	To help learners gain essential technical knowledge and skills for employability
Communicative	Interpersonal and cross-cultural understanding	To help learners understand human development and gain interpersonal communication skills to achieve quality family and work life
Emancipative (Practical)	Self reflection and enlightened action	To help learners evaluate work, family, and societal conditions; make value decisions based on moral and ethical judgments; and actively bring about needed change

In working with adults, it can be extremely helpful to know how adults like to learn. The following briefly summarizes lists adult learning characteristics and implications for working with adults.

1. **Adults will learn only what they feel a need to learn.** The desire to learn can never be forced upon adults. Adults must initiate their own interest in learning. After their aspirations are determined, the educator must take the adults from that starting point.

2. **Adults learn best in an atmosphere of mutual trust and respect, mutual helpfulness, freedom of expression, acceptance of differences, and physical comfort.** The educator must accept each adult as a person of worth, while respecting his or her feelings and encouraging cooperation (not inducing competition and judgment). To promote this atmosphere of acceptance, the educator should express his or her own feelings and contribute as a learner in the spirit of mutual inquiry. Physical conditions such as seating, ventilation, temperature, lighting, and decor should be comfortable and conducive to interaction.

3. **Adults learn by doing.** People develop skills, habits, and the ability to solve problems through experiences. What is rehearsed and reviewed is learned. Teaching methods should be adapted to what is being accomplished.

4. **Experience affects adult learning.** Through a give-and-take with adults the educator can find out the of adults' experiences, then gear the presentation and learning exercises to the adults' experience level.

5. **Adults must sense progress toward their own goals and receive recognition thereof.** The educator can help adults measure progress

toward their own goals. Adults need as much praise as can honestly be given, for they can become discouraged about their ability to learn.

6. **Adults want to apply what they learn.** Adults' learning centers on problems, and the problems must be realistic.
7. **Adults prefer an informal learning atmosphere.** Adults enjoy a controlled, reciprocal relationship with the educator. The educator can establish a framework for adults' sharing of pertinent knowledge and experience.

PRACTICAL REASONING TEACHING MODEL

The teaching model used in the FACT resource guide has learners clarify practical problems, engage in practical reasoning, develop knowledge and skills to resolve practical problems, and reflect on action.

PHASE	TEACHING STRATEGIES AND TECHNIQUES	SUGGESTED QUESTIONS
I. Identify and clarify the problem.	•Student-teacher conferences •Classroom meetings •Newspaper clippings, magazine articles •Bulletin boards •Case studies through films, slides, videotapes, TV, short stories, and adolescent novels •Vignettes •Statistics •Pretests	•What is the practical problem in this situation? •Why do you think this is a problem? •Why should you be concerned about this for yourself? Your family? Your society? Your community? •Do many people share this problem? •What questions do you have about this problem?
II. Search out and gather adequate information.	•Brainstorming in small groups or as a class •Interviews •Questionnaires and surveys •Attitude inventories •Investigations and research through lectures, assigned readings with worksheets, audio-visual materials, magazines or newspaper articles, and speakers •Class discussions through vignettes, case studies, and values-clarification •Charts using practical reasoning worksheets and reasons assembly charts •Information-seeking strategies •Role-play simulations •Creative writing •Student-teacher conferences •Class discussions using decision tests to decide if morally defensible (Universal test, Role-reversal test, and New-situation test)	•What information do you need to solve this problem? •What personal factors affect your decision: Your goals? Your values? Your resources, such as skills, knowledge, and money? •What environmental factors affect your decision: Laws or rules of the family? Of your community? Of your school? Of your state? Of your nation? Resources? Relationships? Cultural customs? Taboos? •What reasons are behind what you selected? •What are your choices? •Are your choices good or bad? •What are the consequences for you? For your family? For your community? For your nation? For the world?

PHASE	TEACHING STRATEGIES AND TECHNIQUES	SUGGESTED QUESTIONS
		•What consequences--good and bad--would occur if you made this choice? •What do you think is best to do? Why? •How would this decision affect you? Your family? Your community? •What if everyone acted this way? Selected this solution? •Would you choose the same thing if you were the person(s) being affected? •What if you were someone else? Your family knew? The police knew? •Considering the personal and environmental factors, would this solution be workable? •Does this solution match up with what you and society feel is important?
III. Develop skills necessary for action. Encourage use of skills in real situations.	•Simulations and role plays •Laboratories •Individualized Extended Experiences •Everyday experiences in home, school, and community	•Do you have the skills needed to carry out your decision successfully? •What skills do you need? •How can you better prepare yourself for this situation?
IV. Reflect on the action as implemented and on the actual consequences.	•Journals •Bulletin boards •Pencil-and-paper tests •Group discussions •Decision tests	•What other choices might be better? Why? •How can you better prepare yourself for this situation again? •Was this the best decision? Why or why not?

FORMAT OF FACT RESOURCE GUIDE

The FACT resource guide has been formatted for optimum teacher use.

1. The FACT resource guide is organized according to four practical problems:
   - What Should I Do Regarding Personal Development?
   - What Should I Do Regarding Career Exploration?
   - What Should I Do Regarding Employability?
   - What Should I Do Regarding Resource Management?
2. For each practical problem, a series of concerns are presented that are related to the problem. (The concerns for each practical problem are outlined on pages 8-11.)
3. Within each concern, one or more modules are presented that are related to that concern. (The modules for each concern are outlined on pages 8-11.)

   Each module is developed to use practical reasoning skills. Cooperative learning is emphasized. The modules require active involvement of the adult learner in the learning process. The guide fuses the learning process, practical reasoning skills, and life experiences the adult learner brings to the program.

   Throughout the modules, the phrase "using resources..." is suggested to the teacher. Due to the diversity of resources in the classrooms and communities in Ohio, specific publications, audio visuals, and other instructional materials are not listed. Selection of resources must be based upon availability and appropriateness to the individual program.

4. The PROCESS SKILLS column furcher highlights the practical reasoning process. Five symbols as shown in Figure 1 were developed to assist in clarification.

Figure 1

Symbolizes a strategy that sets the stage and stimulates the students' interest and involvement.

Symbolizes a strategy that identifies or introduces the general problem, and typically generates questions directed by student needs.

GOALS
VALUES
FACTORS

Symbolizes a strategy that identifies values and factors linked to the problem, and generates alternative solutions and the potential consequences of each alternative.

SELF
FAMILY
SOCIETY

Symbolizes a strategy that involves reflection and evaluation of the action taken, considering "what's best" for the self, the family, and society.

Symbolizes one strategy that includes ALL the practical action steps.

5. The CONCEPTS column further refines the module topic and helps the teacher identify the concept to be taught and build upon concepts in a sequential manner.

6. The STRATEGIES column suggests a variety of instructional strategies that relates the module concepts and is congruent with the practical reasoning process. Program goals and objectives, adult learner characteristics, interactive experiences, independent learning, and skill development were all considered in designing the strategies. The chart at the end of this introduction will assist the teacher in developing additional strategies plus aid in clarifying the relationship of the practical reasoning process to strategies.

   Group and cooperative instructional strategies are emphasized to develop the cognitive and affective learning important in interacting with others. Other independent learning strategies are included to promote the mastery of factual information, simple technical skills, and skills promoting independence. Skill practice includes practice in simulated conditions with feedback as well as guided practice under realistic conditions, used to develop a meaningful concept of the skill needed.

   Teachers may pick and choose appropriate strategies for their particular adult learners. Teachers may also wish to supplement the guide with other strategies, materials, and resources they have used.

7. At the beginning of each module, the title of both the concern and the module appear in the upper left-hand corner. In the upper right-hand corner is a code for locating that particular module on the appropriate flowchart (pages 8-11).

8. Handouts and worksheets are identified in bold type within quotation marks and followed by a page number throughout the modules. These supplemental materials are at the end of each module and can be used as content information, teacher resources, and/or student handouts and worksheets. Depending on the abilities and needs of the adult learners in each program, the handouts and worksheets may need adaptation. The materials have been developed to be as client-specific as possible. However, it is impractical to develop every handout for specific use in the four different program areas. A complete bibliographical citation has been provided whenever possible and copyright permission has been obtained when necessary.

   An introductory practical reasoning module appears on pages 17-21. The module, designed to teach the practical reasoning process used throughout the FACT resource guide, focuses on teaching those thinking skills in a problem-solving situation that many of the adult learners find themselves facing.

FAMILY AND CAREER TRANSITIONS

- 1.0 What Should I Do Regarding Personal Development?
  - 1.1 Concerns Regarding Self-Formation
    - 1.11 Adult Development
    - 1.12 Self-esteem
    - 1.13 Values and Attitudes
    - 1.14 Goals
    - 1.15 Creativity
    - 1.16 Self-Empowerment
    - 1.17 Wellness
  - 1.2 Concerns Regarding Change and Transition
    - 1.21 Family Lifestyles and Crises
    - 1.22 Change
    - 1.23 Transition
  - 1.3 Concerns Regarding Interpersonal Relations
    - 1.31 Communication Skills
    - 1.32 Assertiveness
    - 1.33 Conflict Management
    - 1.34 Support Systems
  - 1.4 Concerns Regarding Work
    - 1.41 Myths and Realities of Being Employed
    - 1.42 Personal Barriers to Employment

FAMILY AND CAREER TRANSITIONS

2.0 What Should I Do Regarding Career Exploration?

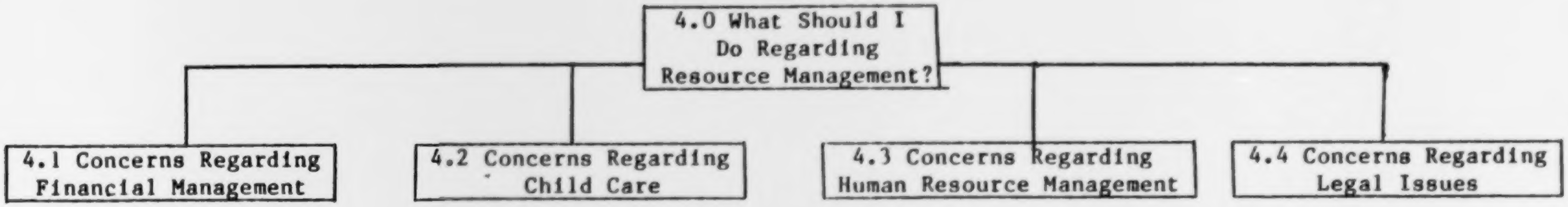
- 2.1 Concerns Regarding Personal and Career Assessment
  - 2.11 Work Needs and Values
  - 2.12 Personal Skills
  - 2.13 Interests
- 2.2 Concerns Regarding Career Planning
  - 2.21 Employment Trends
  - 2.22 Career Options
  - 2.23 Entrepreneurship
  - 2.24 Nontraditional Job Opportunities
  - 2.25 Career Decisions

FAMILY AND CAREER TRANSITIONS

3.0 What Should I Do Regarding Employability?

- 3.1 Concerns Regarding Job Search and Obtainment
  - 3.11 Work Attitudes
  - 3.12 Job Campaign
  - 3.13 Applications
  - 3.14 Resumes
  - 3.15 Letters
  - 3.16 Telephone Techniques
  - 3.17 Interviews
  - 3.18 Job Offers
- 3.2 Concerns Regarding Employee Rights and Responsibilities
  - 3.21 Equity in the Workplace
  - 3.22 Salaries
  - 3.23 Fringe Benefits
  - 3.24 Employment Costs and Benefits
- 3.3 Concerns Regarding Job Retention
  - 3.31 Success Indicators
  - 3.32 Personal Appearance
  - 3.33 Employer Expectations
  - 3.34 Work Relationships
- 3.4 Concerns Regarding Work and Family
  - 3.41 Overload and Interference with Family Responsibilities
  - 3.42 Work Stress
  - 3.43 Commitment to Work and Family
  - 3.44 Scheduling Concerns
  - 3.45 Parenting Concerns
  - 3.46 Parenting Skills
  - 3.47 Family Relationships

FAMILY AND CAREER TRANSITIONS



4.0 What Should I Do Regarding Resource Management?

- 4.1 Concerns Regarding Financial Management
  - 4.11 Budgeting
  - 4.12 Credit
  - 4.13 Savings and Investments
- 4.2 Concerns Regarding Child Care
  - 4.21 Child-Care Options
  - 4.22 Child-Care Emergencies
- 4.3 Concerns Regarding Human Resource Management
  - 4.31 Time Management
  - 4.32 Community Involvement
- 4.4 Concerns Regarding Legal Issues
  - 4.41 Rights and Responsibilities
  - 4.42 Family Law
  - 4.43 Consumer Law

DESIGN OF LOCAL PROGRAMS

Because the FACT resource guide is being used for four different vocational home economics adult employability programs, some matrices have been prepared to help teachers develop their own program. In formulating these matrices, consideration has been given to each program's goals and objectives, targeted audience characteristics and needs, and required number of instructional hours. It's suggested, but not mandated, that teachers use the matrices in determining courses of study and program content. Specific descriptions follow.

One is a general matrix (Table 2) of all four practical problems named previously. For each practical problem, this matrix shows how many instructional hours are required by each of the four different programs using the FACT resource guide.

Table 2

	Transitions		Displaced Homemakers	GOALS
	20 hrs.	50 hrs.	100 hrs.	100 hrs.
Personal Development	2	6	25	23
Career Exploration	8	15	20	18
Employability	8	25	35	38
Resource Management	2	4	20	21

The other four matrices--one for each of the previously named practical problems--are more detailed (see pages 13-16). For each module within that particular practical problem, the matrix shows how many instructional hours are required by each of the four different programs using the FACT resource guide.

1.0 WHAT SHOULD I DO REGARDING PERSONAL DEVELOPMENT?

	Transitions		DH	GOALS	FAMILY LIFE
	20hrs.	50hrs.	100hrs.	100hrs.	
1.1 Self-formation					8
1.11 Adult Development			.5	.5	
1.12 Self-esteem	.5	1	3	3	
1.13 Values and Attitudes	.5	.5	1.5	1	
1.14 Goals	.5	1	1.5	1.5	
1.15 Creativity			1	.5	
1.16 Self-empowerment		.5	3	3	
1.17 Wellness		.5	3	3	
1.2 Change and Transition					1
1.21 Family Lifestyles and Crises			1	1	
1.22 Change			.5	.5	
1.23 Transition		.5	.5		
1.3 Interpersonal Relations					5
1.31 Communication Skills	.5	1	2	2	
1.32 Assertiveness		.5	2.5	2.5	
1.33 Conflict Management			2	1.5	
1.34 Support Systems		.5	1	1	
1.4 Work					1
1.41 Myths and Realities of Being Employed			1	1	
1.42 Personal Barriers to Employment			1	1	
Total	2hrs	6hrs	25hrs	23hrs	15hrs

2.0 WHAT SHOULD I DO REGARDING CAREER EXPLORATION?

	Transitions		DH	GOALS	FAMILY LIFE
	20hrs.	50hrs.	100hrs.	100hrs.	
2.1 Personal-Career Assessment					2
2.11 Work Needs and Values	1	2	2	2	
2.12 Personal Skills	1.5	3	3	3	
2.13 Interests	1.5	3	2	2	
2.2 Career Planning					2
2.21 Employment Trends	.5	1.5	2	2	
2.22 Career Options	2	3	3	3	
2.23 Entrepreneurship	.5	.5	2.5	2	
2.24 Nontraditional Job Opportunities			2.5	2	
2.25 Career Decisions	1	2	3	2	
Total	8hrs	15hrs	20hrs	18hrs	4hrs

3.0 WHAT SHOULD I DO REGARDING EMPLOYABILITY

	Transitions		DH	GOALS	FAMILY LIFE
	20hrs.	50hrs.	100hrs.	100hrs.	
3.1 Job Search and Obtainment					1
3.11 Work Attitudes	.5	2	1	1	
3.12 Job Campaign	.5	2	2	2	
3.13 Applications	.5	2	1.5	1.5	
3.14 Resumes	1	3	2.5	2.5	
3.15 Letters	.25	1.5	1	1	
3.16 Telephone Techniques	.5	1.5	1.5	1.5	
3.17 Interviews	1	3	3	3	
3.18 Job Offers	.25	1	1	1	
3.2 Employee Rights and Responsibilities					.5
3.21 Equity in the Workplace	.5	2	1		
3.22 Salaries	.25	.5	.5	.5	
3.23 Fringe Benefits		.5	.5	.5	
3.24 Employment Costs and Benefits		1	1	1	
3.3 Job Retention					.5
3.31 Success Indicators	.5	1	1	1	
3.32 Personal Appearance	.25	1	1	1	
3.33 Employer Expectations	1	1	2	2	
3.34 Work Relationships	1	1	2	2	
3.4 Work and Family					2
3.41 Overload and Interference with Family Responsibilities		.5	1.5	2	
3.42 Work Stress	.5	1	2	2.5	
3.43 Commitment to Work and Family		1	2	2.5	
3.44 Scheduling Concerns			1.5	1.5	
3.45 Parenting Concerns			1.5	2.5	
3.46 Parenting Skills			2	3	
3.47 Family Relationships			1	2	
Total 15	8hrs	25hrs	35hrs	38hrs	4hrs

4.0 WHAT SHOULD I DO REGARDING RESOURCE MANAGEMENT?

	Transitions		DH	GOALS	FAMILY LIFE
	20hrs.	50hrs.	100hrs.	100hrs.	
4.1 Financial Management					7
4.11 Budgeting	1	1.5	3	3	
4.12 Credit	1	1.5	3	3	
4.13 Savings and Investments		1	3	2.5	
4.2 Child Care					1
4.21 Child Care Options			3	4	
4.22 Child Care Emergencies			2	3	
4.3 Human Resource Management					2
4.31 Time Management			2	2	
4.32 Community Involvement			1	.5	
4.4 Legal Issues					
4.41 Rights and Responsibilities			1	1	1
4.42 Family Law			1	1	
4.43 Consumer Law			1	1	
Total	2hrs	4hrs	20hrs	21hrs	11hrs

CONCERN: **PRACTICAL REASONING**

MODULE: **PRACTICE MODULE**

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. People as Problem Solvers	a. Share how you have experienced or seen the following people solve problems in the given situation. (1) Two children want to play with the same toy. (2) The car breaks down and a parent needs to get to work. (3) A family has no money to buy groceries and it is two weeks until payday. (4) Your adult child just lost a job and wants to move back home. b. Reflect on one or more of the following situations you have encountered. Determine which items were unwisely purchased. Describe how you made wise and faulty decisions in making the purchases. (1) You open your closet door to see a closet of clothes of which about half of the clothing items you rarely wear. (2) You go to your tool box to find a specific tool and realize that you have never used most of the tools. (3) You open your "junk" closet to have items come tumbling upon you. You say to yourself, "Why do I save all this stuff!" c. Discuss the cliche, "history repeats itself," in relation to the facts below. Determine how people's problem-solving techniques affect the outcome of history. (1) Seventy percent of pregnant teens experience second pregnancy within two years of the first pregnancy. (2) Abused children are more likely to become abusers as adults. (3) Parents of drop-outs generally have an educational level of grade 7 below. (4) Nine out of every ten young women in high school will work for pay outside the home at some point in their lives.

d. Complete "How Did I Get Here?" (p. 22). Discuss the decisions you made to come to this program. Identify faulty decisions and describe ways to avoid repeating similar faulty decisions.

2. Types of Problems
   - Technical--"how to" action
   - Communicative--understanding
   - Practical--critical, reflective action

a. Using resources, define "problem."

b. Brainstorm problems participants face or problems facing individuals in family or career transitions on 3 X 5 cards. Collect the cards and categorize according to technical, communicative, and practical problems.

Example:	Technical	Communicative	Practical
	•How to write a résumé	•Working with superior	•To return to school or get a job
	•How to apply for a job	•Communicating with children	•To balance work and family

c. Identify and analyze issues that are practical problems for individuals facing family and career transitions.

(1) Should an individual seeking employment return to school?
(2) Should a parent of preschoolers return to work?
(3) Should a person accept the first job offer?
(4) Should a person seeking work relocate?
(5) Should a person change careers?

d. Individually list practical problems in your past, present, and future life. Share and discuss how to handle these problems.

Past	Present	Future

e. List reasons why each of the problems below is important to study. Identify and discuss the values indicated in the reasons.

(1) What should I do regarding personal development?

(2) What should I do regarding career exploration?
(3) What should I do regarding employability?
(4) What should I do regarding resource management?

3. Ways to
Make Decisions
•Nonreasoning
•Reasoning

a. List all the decisions you made in the past 24 hours. Identify how the decisions were made (blind acceptance, impulse, habit, like others, or reasoning).

b. Complete **"Lou's Day" (p. 23).**

c. Summarize the positive and negative consequences of each way of making decisions. Compare with **"How Do We Make Decisions?" (p. 24).**

Discussion Questions
•Why do we make decisions in these alternative ways?
•How should we solve problems?
•When should we use nonreasoning approaches to making decisions? Reasoning approaches?

4. Reliable Sources
of Information

a. Discuss characteristics of reliable sources of information and characteristics of unreliable sources. Share examples. (Teacher) Compare characteristics with **"Reliable Sources of Information" (p. 25).**

b. (Teacher) Find examples of reliable and unreliable sources of information. As a group, develop a checklist of characteristics of reliable sources of information for future class reference. Using the group-developed checklist, review teacher examples, videos, TV shows, articles, books, and other media and critique for reliability of sources.

c. For each problem below, give examples of reliable and unreliable sources.

(1) What should I do about my relationship with my child?
(2) What should I do about being financially secure?
(3) How should I care for myself?
(4) What should I do about work-and-fmaily conflicts?
(5) What should I do about finding a job?
(6) What should I do about obtaining child care?

	(7) What should I do about healing my grief? d. Using headlines, statements, and articles from reliable and unreliable sources, determine if the sources of information are reliable or not.
5. Practical Reasoning Skills •Gather adequate information (facts and values) •Generate alternatives and consequences •Question and test bases for decisions •Justify action with adequate, relevant, and morally defensible reasons •Dialogue or collaborate with others to decide what's best to do	a. Read silently and aloud **"Should I Return to School?"** (p. 26). As a group, complete the accompanying worksheet. b. Using the **"Practical Reasoning Think-Sheet"** (p. 28), decide what the person should do in **"What Should I Do Now?"** (p.p. 29). (Teacher--use the case study related to your programs.) c. Identify a decision you have made, including the basis for the decision. Using **"Energize"** (p.p. 33), individually complete the checklist on the practical reasoning process. **Discussion Questions** •What are some decisions you have had to make? •What situations have you been in that you had to decide what to do? •How have you made your decision? •Have you used or considered facts? Values? Situational factors? Alternatives? Consequences? •How well do you think? Question? Scrutinize? •How might you improve your practical problem solving skills? d. Summarize your understanding of the value of practical reasoning.
6. Use of Decision Tests •Universal test	a. As a class, choose a problem such as "What should I do about providing for myself and my family?" Working in small groups, think through what to do. Use and compare decision tests for each alternative. Decide which alternative is ethically justifiable using the decision tests.

- Role-reversal test
- New cases test

(1) What if everyone acted this way or selected this solution? (universal test)
(2) If I were the people affected by this solution or action, how would I feel about this solution or action? (role-reversal test)
(3) Would I do the same thing in a new or another situation? Why or why not? (New situation test)
(4) How can I better prepare myself for this or a similar situation?
(5) What are the criteria for deciding if the alternative is ethically justifiable?

b. Make a decision about a practical problem you face and apply the decision tests.

HOW DID I GET HERE?

Directions: Write the major life decisions you made and/or the events that occurred that led you to your present life situation. Describe the issues, values, and facts related to each decision.

1. Major decision and/or events

   Issues surrounding decision

   Values

   Facts

2. Major decision and/or events

   Issues surrounding decision

   Values

   Facts

3. Major decision and/or events

   Issues surrounding decision

   Values

   Facts

4. Major decision and/or events Decision to attend this program

   Issues surrounding decision

   Values

   Facts

LOU'S DAY

Directions: Lou had a busy day, but probably not too different from other adults. Below is a list of the decisions Lou had to make throughout the day. Code each decision according to the way it was made.

BA = Blind acceptance
I = Impulse
H = Habit
LO = Like others
R = Reasoning

_____ 1. To get out of bed

_____ 2. To brush his teeth and wash his face

_____ 3. What shirt to wear

_____ 4. To eat breakfast

_____ 5. To go to work that day

_____ 6. To run the red traffic light

_____ 7. To start a new work assignment

_____ 8. To go to a meeting

_____ 9. To eat or go to the store during lunch

_____ 10. To buy a car

_____ 11. To read the newspaper or clean the garage

_____ 12. To go to the baseball game

_____ 13. To watch TV or finish a project

_____ 14. To watch TV and stay up longer finishing his project

_____ 15. To go to bed

_____ 16. Additional decisions:

_____ ______________________________

_____ ______________________________

_____ ______________________________

_____ ______________________________

_____ ______________________________ 41

HOW DO WE MAKE DECISIONS?

Nonreasoning ←--→ Reasoning

•The levels of the nonreasoning approach include	•The levels of the reasoning approach include
1. Decisions that are blindly accepted. 2. Decisions that are made on impulse. 3. Decisions made by habit. 4. Decisions made like others make decisions.	1. Choices that are justified. 2. Alternatives that are considered. 3. Alternatives that are compared. 4. Criteria that is evaluated. 5. Criteria that is weighted. 6. New alternatives that are invented.
•The decision is made without thinking.	•The decision requires time to think about.
•The decision-maker does not consider situational and environmental factors, alternatives, and consequences.	•The decision-maker considers situational and environmental factors, alternatives, and consequences.
•The decision-maker does not actively seek information.	•The decision-maker seeks and evaluates accurate, relevant, and reliable information.
•The values are not questioned or examined; facts are not used.	•The values examined are supported by facts.
•The decision-maker does not question others' decisions.	•The decision-maker makes a reasoned personal choice.
•The results are usually disastrous.	•The results are satisfactory for the decision-maker and others.
•The results may or may not promote the well-being of self and others.	•The results promote the well-being of self and others.
•The decision is usually not workable for long-term consequences of the situation.	•The decision is workable for long-term consequences of the situation.

RELIABLE SOURCES OF INFORMATION

Characteristics

1. Reliability of information sources
   - Expertise
   - Lack of conflict of interest
   - Agreement among sources
   - Reputation
   - Use of established procedures
   - Known risk to reputation
   - Ability to give reasons
   - Careful habits

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2. Reliability and adequacy of information
   - Reasonably comprehensive
   - Reliable sources
   - Accurate records, observations

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3. Reasoning of self and others
   - Consistent
   - Relevant
   - Nonambiguous
   - Warranted claims
   - Factual or empirical claims
   - Value claims
   - Conceptual or meaning claims
   - Adequate definitions

---

4. Feasibility
   - Workable
   - Consideration of contextual factors

---

5. Effects of action on others
   - Concern that the consequences of actions benefit, not harm, all who are (or will be) affected
   - Concern for short-term and, most importantly, long-term effects

---

6. Basis for conclusions
   - Reasonably comprehensive
   - True information and reasons
   - Relevant information and reasons
   - Accurate information and reasons
   - Coherent reasons
   - Well-grounded reasons
   - Logical reasons

---

7. Reliability of individuals (authors, peers, parents, experts)
   - Experience and education in relevant area
   - Absence of conflict of interest or self-centered motives
   - Certification or licensing in area of expertise used, as required

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SHOULD I RETURN TO SCHOOL?

Connie

Connie is a single parent with a three-year-old son. She lives with a friend. Connie did not graduate from high school. Currently, her parents send her money each month for housing, utilities, and food. She wants a car and needs a new coat. Connie decided to get a job so she could buy them and some other things she wants. She also knew she should get her General Educational Developmental (GED) Certificate or at least some vocational training to give her skills for better job opportunities. Her parents have threatened to stop sending money if she doesn't go back to school and begin becoming financially independent. So far, Connie has had three job interviews.

Yesterday, Connie received a job offer from one of her interviews. Connie was excited! The job meant working with one of her best friends. It was an entry-level job with no advancement opportunities, but pays $4.00 per hour--more than she ever imagined! And she didn't need any special training. Connie accepted the position immediately. She told the employer she would work full-time. After all, she could always go back and get her GED later.

Peggy

Peggy is a single parent with a two-year-old daughter. She has been living with a roommate since leaving high school. Peggy receives public assistance to help pay for rent, utilities, and food. She wants to become financially independent and provide for her daughter. Someday, she would even like to own a home. Peggy has talked with several people, including a job readiness instructor and her parents, about getting her GED. She knows she should complete high school and even get some additional training or schooling to obtain a high-paying job. Peggy has also been looking for a job and has even had several interviews.

Yesterday, Peggy received a job offer at $4.00 per hour. She was excited to think about working and being paid. It sounded like a lot of money to her, but she wanted to make sure it was a wise decision to accept the offer. So she told the employer she wanted to think about it until the next day. She then called the job readiness instructor she had previously talked with and also went to the local GED counselor. She talked about her options with both of them. Then she decided to talk with the employer about working part-time and going to school part-time. The employer was agreeable as long as her work hours were consistent. Three years later, Peggy received her GED and a promotion to a full-time job with more responsibilities.

SHOULD I RETURN TO SCHOOL?

Decision Makers	Decision	Values	Goals	Situational Factors	Alternatives	Consequences	Basis for Decision
		What is desired for well-being of others, now and in future, versus what is desired for self?	What are the long-term versus the short-term goals?	What are the personal factors of everyone involved including resources, skills, knowledge, money, and developmental needs? What are the environmental factors such as laws, governmental agencies, institutions, economic resources, social relationships, and cultural factors?	Are several alternatives considered and compared? What criteria are used to evaluate and weigh the alternatives? What new alternatives can be invented?	What are the long-term and short-term effects? Are the consequences ethically justified?	What questions, tests, justifications or collaborations with others is the basis, for the decision?

PRACTICAL REASONING THINK-SHEET

PROCESS A: Identify the problem. (Ask yourself some questions on the topic.)

PROCESS B: Suggest possible alternatives and consequences (positive and negative).

ALTERNATIVES	CONSEQUENCES
1.	1a.
	b.
2.	2a.
	b.
3.	3a.
	b.
4.	4a.
	b.

PROCESS C: Identify and examine personal and environmental factors.

Identify values.	Identify goals.	Identify situational factors.
1.	1.	1.
2.	2.	2.

PROCESS D: Decide on one alternative from step 2 and justify your decision with adequate and reliable reasons.

Alternative	Reasons this alternative was chosen
1.	1.

PROCESS E: Reflect on and evaluate your decision. Ask yourself these questions throughout your decision-making process

Yes No

___ ___ 1. Is this solution a good one?

___ ___ 2. Do I have facts to support my decision?

___ ___ 3. Are my sources of information reliable? Think why.

___ ___ 4. Do I have enough relevant information to justify my decision?

___ ___ 5. Will the consequences of my solution or action be for the well-being of myself and others?

- a. What if everyone acted in this way or selected this solution?
- b. If I were the people around me, how would I feel about this solution or action?
- c. Would I do this same thing in a new or another situation? Why or why not?

___ ___ 6. How can I better prepare myself for this or a similar situation again?

Developed by H. Boggs and S. Savaralli, Springfield South H.S., and J. Laster, The Ohio State University

WHAT SHOULD I DO NOW?
(Displaced Homemakers)

Beth is a single parent of two children, Mike and Sally, ages five and eight, respectively. Beth married right after graduating from high school. She had been an above-average student who enjoyed school, but her goals were to get married and have children. Beth believed it was important to be at home with her children as they were growing up, so she did not work until two years ago.

At that time she took a part-time counter waitress job at a local diner. Even though the pay wasn't the greatest and she had irregular hours, she enjoyed work and contact with people. Her employer was understanding when her children were sick and allowed her to work a flexible schedule according to her children's schedules and needs. Sometimes she worked late nights, which worried her because the children were often home alone. After her divorce last year, she started working full-time.

Beth did not expect her divorce. She knew her relationship with her husband, Tim, was not the best, but getting a divorce never crossed her mind. When Tim filed for a divorce, she was so shocked and hurt that she never evaluated its legalities. Tim visited the children and paid child support the first six months. Since then, she has not seen or heard from him.

Beth doesn't feel good about herself. It's hard to keep a job and raise two children with no help. She feels tired and depressed most of the time. Money is tight. She keeps thinking that there has to be more to life than waiting on people and keeping the house clean.

To top off the recent downturn of events, the diner closed last week. A national franchise plans to close the diner for four to six months for renovations. Employees of the former diner are not guaranteed a job upon its reopening. Beth decided she cannot wait that long to work again.

Beth is really frustrated. She wants to have time with her children. Mike wants to start playing soccer, which will take extra money for uniforms and other expenditures. Beth does not want to deny Mike the opportunity to play, but realizes that she does not have the extra money. She is also concerned about their housing. After the divorce, the only housing she could afford was in a crowded mobile home park. She would like to return to their old neighborhood, which had nicer homes.

Beth knows she needs to find another job soon so she can pay the bills. She would like to get a job that pays $6.00 per hour plus benefits, especially health insurance. She wants a job that will give her security and a future. Beth is also concerned about finding a job that is flexible enough to allow her to spend time with her children. Beth has no money and over the past year has drained her savings. In fact, she owes her parents money.

Continued

Continued

Beth has talked with several people lately about jobs. Her parents think she should only work in certain jobs, like waitressing or word processing. One of her friends thinks she should complete a vocational program to learn a new skill. Her friend took one of the programs and is making good money even though her working conditions are not the greatest.

Beth has enrolled in a job readiness program. Her hope is that the program will help her decide what to do and teach her the necessary skills in finding a job. The instructor is encouraging Beth to enter a vocational training program. Beth likes the idea, but doesn't know what to do. One question keeps playing over and over in her mind, "What should I do now?"

Discussion Questions
- Should Beth get vocational training? If so, what kind?
- How should Beth handle her financial situation in the meantime?
- What job options would training provide?
- What would she do with the children?
- How would Beth find study time?
- How would Beth pay for training?

WHAT SHOULD I DO NOW?
(Transitions)

Tom has worked as an auto assembly-line worker for 12 years. He makes $15.00 per hour and gets lots of overtime. His yearly income averages $45,000. Tom is vested in the pension system at the plant. Married and with two school-age children, Tom and his family have a high standard of living. He has little money saved and invested. Money and life-style are important to him.

Tom believes that the auto union takes care of its members. Even when the company has had layoffs, the unions have always made sure its members obtained what they needed. Tom has come to depend on the company and the union for his very existence. Periodic layoffs are a fact of life in his work, so he has developed the attitude that he will always have work following layoffs.

Tom wants more money for less work. He does what he needs to do to meet his work quotas. Sometimes that means working only two to four hours a day, but being paid for an eight-hour day. He doesn't want to be a supervisor or manager.

Last year, Tom and many of his coworkers were on supplemental unemployment benefits (SUB) when laid off from their jobs at the plant. Tom, as usual, drew unemployment and supplemental unemployment benefits (SUB) pay up to 85 percent of his base pay. In fact, he was really bringing home more money than usual. He attended the skills-assessment and job-seeking classes to avoid having to look for a job. He is starting to worry, as the unemployment and supplemental unemployment benefits (SUB) pay is close to running out and the company is not making any callbacks. But Tom still wants to believe that he will go back to the plant, when, in fact the plant has no intention of calling anyone back.

Tom is bitter and angry. He believes the company is unfair. As Tom has talked with the other guys, he has realized he may have to look for work in a smaller company, work harder, and get paid less. Tom does not like that.

Tom does not know what to do. The company and the union are offering a special training program. He thought it would also be fun to have his own business. Tom's really not sure what he can do.

His family does not want to move. They keep getting further into debt with credit purchases they make to tide them through rough times. He doesn't want his wife to work, although she has offered to get a job.

Tom feels that all of a sudden life is passing him by. He keeps asking himself the question "What should I do now?"

WHAT SHOULD I DO NOW?
(Family Living and GOALS)

Joyce, age twenty-three, has two children, ages four and five. She had dropped out of school in the eleventh grade when her second child was born. Joyce lives with her mother in a small apartment in a crowded neighborhood.

Joyce has dreamed of living on her own and being financially independent. She wants her children to have a better life than she did. However, Joyce is not sure what to do. She has lived on welfare all her life and has not had a very happy family life. She is bright and enthusiastic but lacks confidence in making her own decisions.

Several months ago, Joyce stopped to talk with the General Educational Development (GED) counselor at a nearby school. The counselor encouraged her to enroll in classes to help her get a GED. Joyce's mother said she would watch the children while Joyce went to school but Joyce had to take care of them the rest of the time.

It has been a struggle for Joyce to go to school, help around the apartment, and take care of her children. She's ready to give up. It seems like nobody cares if she gets her GED or not. Joyce is frustrated that she has little time to play with her children. The children cry more often and seem to be fighting more between themselves. She has little time to do what she wants. Joyce has talked with the GED counselor about her feelings, but the counselor just keeps telling her she must get her GED to get a decent job.

The other day, Joyce talked with a job-readiness teacher. The teacher suggested Joyce take some career exploration tests to see what kind of job she might want someday. Joyce is excited about finding out what she could do. She is also scared to spend more time and energy going to school in hopes of getting a good job.

Joyce doesn't know what to do. She keeps thinking about herself and her children's future. It is so hard to juggle all the parts of her life right now. She is almost finished with her GED and would like to get some vocational training. Joyce keeps asking herself the question "What should I do now?"

ENERGIZE

Decisions! Decisions! How you make decisions or help others make decisions can make a difference in the well-being of yourself and others.

The four "ENERGIZERS" of practical reasoning can help you make the best decisions and take the best action. CHECK (✓) YOURSELF!

DO I:

1. Gather adequate, reliable information to help make my decisions?
____a. Do I consider the goals and values of those involved?
____b. Do I consider situational factors?
____(1) Personal factors of all involved? For example
____(a) Resources: skills, knowledge, and money
____(b) Developmental needs
____(2) Environmental factors? For example
____(a) Laws: national, state, local, family
____(b) Governmental agencies, institutions
____(c) Economic resources
____(d) Social relationships
____(e) Cultural factors: mores, taboos, social values
____c. Do I consider alternative action or choices?
____d. Do I know the consequences of action or choices?

2. Question, test, using careful scrutinizing thinking, about what is best or what ought to be done?
____a. What facts do I have or need to support my possible action?
What value claims?
Am I only supporting my decision and/or possible action with value claims that have no factual basis?
____b. Are my information sources reliable?
____c. Do I have enough relevant information to justify my decision?
____d. Do my reasons support or refute my decision?
____e. Will this be a workable choice of action, considering my personal and environmental factors in this situation?
____f. Is this choice of action morally defensible?
(1) What would happen if everyone made this choice?
(2) How would I like to be the person affected by this decision?
(3) In a similar or different situation, would this choice be best?

3. Justify decision or choice of action with adequate and reliable reasons?
____a. Does the decision reflect adequate information to support or refute it?
____b. Does the decision use reliable information and sources for the situation?
____c. Does the decision show consideration for the well-being of people involved?

Continued

Continued

4. Dialogue or collaborate with others to decide what is best to do?

____a. Do I listen and ask questions to understand reasons behind the position?
____b. Do I compare meanings, and ideas?
____c. Do I openly and clearly share ideas and feelings?
____d. Do I support others, recognizing feelings and strengths?
____e. Do I cooperate and expect others to cooperate?
____f. Do I ask questions to gain and clarify meanings?
____g. Do I negotiate to create alternative action for the well-being of all?

MAKE PRACTICAL REASONING A THINKING HABIT!

FAMILY AND CAREER TRANSITIONS

1.0 What Should I Do Regarding Personal Development?

- 1.1 Concerns Regarding Self-Formation
  - 1.11 Adult Development
  - 1.12 Self-esteem
  - 1.13 Values and Attitudes
  - 1.14 Goals
  - 1.15 Creativity
  - 1.16 Self-Empowerment
  - 1.17 Wellness
- 1.2 Concerns Regarding Change and Transition
  - 1.21 Family Lifestyles and Crises
  - 1.22 Change
  - 1.23 Transition
- 1.3 Concerns Regarding Interpersonal Relations
  - 1.31 Communication Skills
  - 1.32 Assertiveness
  - 1.33 Conflict Management
  - 1.34 Support Systems
- 1.4 Concerns Regarding Work
  - 1.41 Myths and Realities of Being Employed
  - 1.42 Personal Barriers to Employment

CONCERN: SELF-FORMATION

MODULE: ADULT DEVELOPMENT

FACT 1.11

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION	1. Perceptions of Change	a. Think of yourself five years ago. Answer the following questions: (1) How old were you? (2) What were you doing? (3) What was important to you then? (4) What has changed? Not changed? Why? b. Interview someone older than you. Ask them to recall their aspirations and things that were important to them at ages 20, 40, and 60. Discuss what has changed.
	2. Premises of Adult Life	a. Discuss the meaning of each premise below, and the implications for adult development. (1) Interests and desires change from age 18 until death. (2) Adults experience stages of development. (3) Adults grow and change even as children grow and change. (4) There are critical periods in relationships such as marriage.
	3. Characteristics of Adult Development	a. Chart characteristics of adult development. Use **"A Map To Middle Life"** (p. 40), for male and female audiences), **"New Light on Adult Life Cycles"** (p. 40A), for male and female audiences), and/or **"Patterns in a Woman's Life Cycle"** (p. 41, for female audiences). b. Watch television programs that portray young, middle-aged, and older adults. **Discussion Questions** •Are these accurate portrayals? Why or why not? •What kinds of problems are presented?

PROCESS SKILLS	CONCEPTS	STRATEGIES

4. Adult Developmental Stages

a. Individually, chart answers to the following questions according to adult life stages (childhood and adolescence, early adulthood, middle adulthood, and late adulthood). Compare charts, looking for similarities in adult life stages.

(1) What interests and hobbies do you have?
(2) What do you do for fun?
(3) What do you look for in a job?
(4) What does work mean to you?
(5) Why do you want money?
(6) What members of the family do you depend on?

b. Do the "Adult Development" exercises (p. 43).

c. Divide into three groups, each representing a developmental stage of adult life, beginning with early adulthood. Develop case studies depicting the positive and the negative aspects of each life stage. Examples might include the following:

(1) 17-40 years	Pleasure of choosing own career and lifestyle but economic difficulties in the beginning
(2) 40-60 years	Easing of financial burdens but difficulty raising children through developmental stages
(3) 66-onward	Enjoyment of grandchildren and increased freedom but difficulty adjusting to changes in family structure and using up extra leisure time

Summarize by developing a chart illustrating the social and the emotional changes that occur during early, middle, and later adulthood.

5. Roles

a. Identify roles you will fulfill in your lifetime. Use "Roles on a Time Line" (p. 47) to analyze the amount of time you are likely to be in that role.

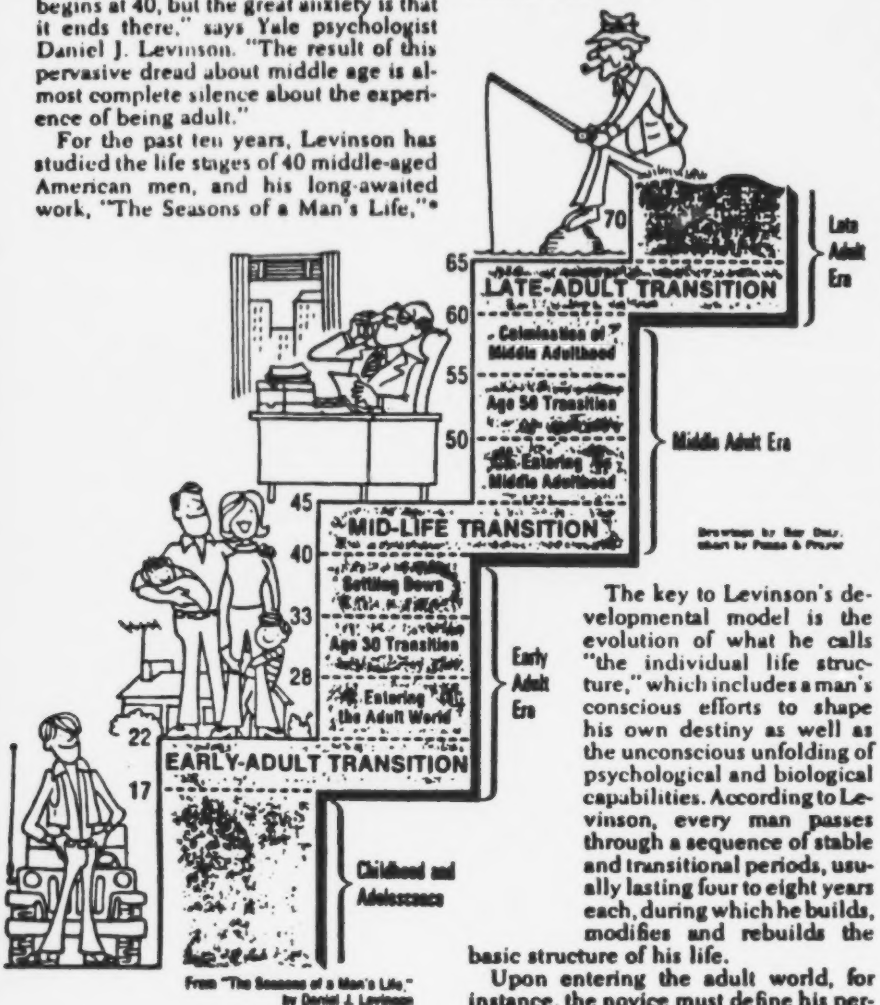
b. Throughout your life you may experience dependency on others, independence on others, or interdependency. Individually complete "Interdependence Continuum" (p. 48). Discuss how you can contribute to the other age groups.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		c. Review "The Gender Diamond" (p. 49). Discuss how males and females experience some degree of exchange in gender strength as they grow older. **Discussion Questions** •How is the degree of exchange accepted by a person? •What implications does this exchange acckeptance have for personal needs? Family needs? Employment needs? Social needs?
	6. Life Options	a. Develop a list of major choices in adult life. Consider family, work, friendships, love relationships, where to live, leisure, religion, involvement in community life, and immediate and long-term goals. Share how these choices affect yourself, you and your community.

A Map to Middle Life

If romantic poetry celebrates youth, and tragedy is the drama proper to old age, comedy seems particularly appropriate to those middle years of life when grown men grope like adolescents among fading passions, dashed dreams and Death's snickering intimations of mortality. But for most men, the trial of middle age is no laughing matter. "Adults hope that life begins at 40, but the great anxiety is that it ends there," says Yale psychologist Daniel J. Levinson. "The result of this pervasive dread about middle age is almost complete silence about the experience of being adult."

For the past ten years, Levinson has studied the life stages of 40 middle-aged American men, and his long-awaited work, "The Seasons of a Man's Life,"* turns out to be the most ambitious account of the adult life cycle since the classic work of psychoanalyst Erik Erikson a quarter of a century ago. Whereas Erikson focused on unconscious processes in the development of adult identity, Levinson formulates a theory that stresses the conscious choices a man makes about his occupation, marriage and family, friends and life goals. Moreover, he argues that each stage in adult development is linked to age (chart), so that the onset of troublesome transition periods can be reliably anticipated within three years on either side of a man's twentieth, thirtieth, fortieth, fiftieth and sixtieth birthdays.



Drawings by Ray Daly, chart by Patee & Fraser

From "The Seasons of a Man's Life," by Daniel J. Levinson

Anatomy of the male life cycle: Assuaging fear that there's no life after 40

The key to Levinson's developmental model is the evolution of what he calls "the individual life structure," which includes a man's conscious efforts to shape his own destiny as well as the unconscious unfolding of psychological and biological capabilities. According to Levinson, every man passes through a sequence of stable and transitional periods, usually lasting four to eight years each, during which he builds, modifies and rebuilds the basic structure of his life.

Upon entering the adult world, for instance, the novice must define his personal dream of adult accomplishment, find a mentor to guide him, develop a vocation that will implement that dream and open himself up to new intimate relationships. Typically, Levinson observes, a young man is torn between the desire to keep his options open for further development—in his job or in selecting a wife—and his need to make choices that will give stability to his provisional life structure. For example, if he marries too soon, before he can test out his youthful ambitions, he may come to resent his wife and eventually divorce her for forcing him to betray his dream. In short, says Levinson, the novice adult makes choices by which he creates an inevitably flawed structure to support both his personal wishes and a manageable role in his society.

About the age of 30, Levinson reports, the young adult enters a transitional phase in which he either confirms the choices he has made or sets off in other directions. Of the men in Levinson's study, about 60 per cent experienced moderate to severe crises during Age-30 Transition. The most dissatisfied got divorced, jettisoned their favored career plans or faced the demoralizing realization that they would never climb very high in their own, or society's, eyes. Several novelists went into psychotherapy and at least one biologist abandoned his dream of a Nobel Prize for research while still in his 30s and launched a satisfying new career as an educator.

Disillusionment: After a second period of relative stability, Levinson's men crossed the meridian age of 40 and into Mid-life Transition. By this time, a majority had to face up to the disillusioning fact of life that they would never realize their youthful dreams, and even some of those who *had*, found that it did not bring the magical sense of completeness they had expected. Whatever the catalytic event—or even without one—every man, Levinson insists, faces a mid-life crisis that forces him to appraise his past and prepare for a seemingly uncertain future.

In addition to making external changes in his life, Levinson believes, the middle-aged male must rebuild "the internal aspects" of his life structure. Drawing heavily on the often neglected psychology of Carl Jung, Levinson argues that Mid-life Transition is a period in which a man must consciously shape his own individuality as a mature adult. Primarily, he must redefine himself in relation to youth and old age, seeking new sources of vitality and wonder while relishing the judgment and perspective that come with maturity. He must also acknowledge his own destructive tendencies so that he can find deeper founts of creativity. "To become generative, a man must know how it feels to stagnate," Levinson counsels, "—to have the sense of not growing, of being static, stuck, drying up . . . The capacity to experience, endure and fight against stagnation is an intrinsic aspect of the struggle toward generativity in middle adulthood."

Aim: Though he also describes the crises of later adulthood, Levinson's primary aim is to provide man's middle years with a sense of adventure. Unlike Gail Sheehy's best-selling "Passages," which drew heavily on Levinson's work, the Yale psychologist does not provide a guide for leaping over life's obstacle courses. Instead, he invites adults of all ages to recognize that each season of life requires the building of an appropriate structure, and he encourages middle-agers to assume their proper role as wise and compassionate mentors to the young.

—KENNETH L. WOODWARD

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*In collaboration with Charlotte N. Darrow, Edward B. Klein, Maria H. Levinson and Braxton McKee. 363 pages. Knopf. $10.95.

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New Light on Adult Life Cycles

Freud, Spock and Piaget have charted almost every inch of childhood. Psychoanalyst Erik Erikson put the final touches on a convincing map of adolescence. Yet until very recently, most of the charting stopped near the age of 21—as if adults escape any sequence of further development. Now a growing number of researchers are surveying the adult life cycle.

The research so far has been narrow, concentrating largely on white, middle-class American males. But in separate studies, three of the most important life-cycle scholars—Psychiatrist Roger Gould of U.C.L.A., Yale Psychologist Daniel Levinson and Harvard Psychiatrist George Vaillant—have reached some remarkably similar conclusions that add new dimensions to the topography of postadolescent life. The main features:

16-22: LEAVING THE FAMILY. In this period, youthful fantasies about adulthood slowly give way. Young people begin to find their peers useful allies in an effort to break the hold of the family. Peer groups, in turn, tend to impose group beliefs. Emotions are kept under wraps, and friendships are brittle; any disagreement by a friend tends to be viewed as betrayal.

23-28: REACHING OUT. Following Erik Erikson, who found the dominant feature of the 20s to be a search for personal identity and an ability to develop intimacy, Gould, Levinson and Vaillant see this period as an age of reaching toward others. The growing adult is expansive, devoted to mastering the world; he avoids emotional extremes, rarely bothers to analyze commitments. To Levinson, this is a time for "togetherness" in marriage. It is also a time when a man is likely to acquire a mentor—a patron and supporter some eight to 15 years older.

29-34: QUESTIONS, QUESTIONS. All the researchers agree that a crisis generally develops around age 30. Assurance wavers, life begins to look more difficult and painful, and self-reflection churns up new questions: "What is life all about? Why can't I be accepted for what I am, not what others (boss, society, spouse) expect me to be?" An active social life tends to decline during this period. So does marital satisfaction, and the spouse is often viewed as an obstacle instead of an asset. Marriage becomes particularly vulnerable to infidelity and divorce. Vaillant sees a crassness, callowness and materialism at this stage. Levinson detects a wrenching struggle among incompatible drives, for order and stability, for freedom from all restraints, for upward mobility at work. Says he: "If a man doesn't start to settle down by age 34, his chances of forming a reasonably satisfying life structure are quite small."

35-43: MID-LIFE EXPLOSION. Somewhere in this period comes the first emotional awareness that death will come and time is running out. The researchers see this stage as an unstable, explosive time resembling a second adolescence. All values are open to question, and the mid-lifer wonders, is there time to change? The mentor acquired in the mid-20s is cast aside, and the emphasis is on what Levinson calls BOOM—becoming one's own man. Parents are blamed for unresolved personality problems. There is "one last chance to make it big" in one's career. Does all this add up to disaster? Not necessarily. "Mid-life crisis does not appear to portend decay," says Vaillant. "It often heralds a new stage of man." The way out of this turbulent stage, say the researchers, is through what Erikson calls "generativity"—nurturing, teaching and serving others. The successful mid-lifer emerges ready to be a mentor to a younger man.

44-50: SETTLING DOWN. A stable time: the die is cast, decisions must be lived with, and life settles down. There is increasing attention to a few old values and a few friends. Money is less important. Gould sees married people turning to their spouses for sympathy as they once did to their parents. Levinson notes that men tend to have fantasies of young, erotic girls as well as of older, nurturing women—all part of a final attempt to solve childhood problems and cut free from the mother.

AFTER 50: THE MELLOWING. These years are marked by a softening of feelings and relationships, a tendency to avoid emotion-laden issues, a preoccupation with everyday joys, triumphs, irritations. Parents are no longer blamed for personal problems. There is little concern for either past or future.

Like Freud and Erikson, the life-cycle researchers argue that personality disorders arise when, for one reason or another, the orderly march of life stages is disrupted. Vaillant's studies suggest, for instance, that men who fail to achieve an identity in adolescence sometimes sail through life with a happy-go-lucky air, but never achieve intimacy, BOOM or generativity. "They live out their lives like latency boys," he says, not mentally ill, but developmentally retarded at the childhood level.

The researchers' findings are tentative. So far, few minority group members or working class men have been studied, and the data on women is limited. Vaillant believes, however, that the female life pattern is much the same as the male, except that the drive for generativity that appears in men in their late 30s or early 40s may show up a decade earlier in women.

In any event, a thoroughly detailed portrait of adult life is still "many years away," as Gould concedes, and there is much skepticism in the academic world that one will ever appear. Yet the life-cycle researchers are confident that the threatening 30s and the mellowing 50s will some day become as universally accepted as, say, the terrible twos and the noisy nines of childhood.

TIME, APRIL 28, 1975

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PATTERNS IN A WOMAN'S LIFE CYCLE

Two events in a woman's life can affect her vocational life or the scheduling of a vocation: marriage and childbearing. Today far fewer women allow marriage to interfere with their education or job training or with the establishment of a vocation. Childbearing has a much more powerful impact. Choices that women make in their twenties, or even earlier, will affect the pattern of their lives far into the future.

Gail Sheehy in her book Passages characterizes women in the following way:

Caregivers: Women who marry in their early twenties, plan to have children, and have no plans to be employed outside the home.

Either-Or: Women who feel they must make a choice in their twenties as to marriage and children or vocational achievement. The two patterns are

1. Nurturer who defers achievement - She chooses to establish a home and family, but intends to pursue a vocation at a later time.
2. Achiever who defers nurturing - She postpones motherhood, and sometimes marriage, until she has prepared for and established a vocation.

Integrators: Women who attempt to establish and combine marriage, motherhood, and a vocation in their twenties.

Two additional patterns described by Sheehy are Never-Married Women and Transients.

In The Modern American College (1981), Jessie Bernard states that a woman's career is contingent on marriage and childbearing, and describes possible "Contingency Schedules." These "schedules" include marriage, childbearing, professional training, career, career initiation, and career resumption. Some possible schedules are

A. Marriage, childbearing, professional training, career
B. Marriage, professional training, career initiation, childbearing, career resumption
C. Professional training, marriage, childbearing, career
D. Professional training, career initiation, marriage, childbearing, career resumption

Other events, in addition to marriage and planned childbearing, that can affect a woman's life schedule are an unexpected pregnancy, divorce, or the death of her husband.

A. An unplanned pregnancy may force a woman to interrupt her work life.

Continued

Continued

B. Divorce or the death of a husband may force a woman to initiate a work life or train for a work life at a time when she had planned to be rearing children or spending time with her husband in the empty-nest stage.

In addition, a woman may have planned to have children, but remained childless, or may have planned to marry, but didn't. These women may work, even though to do so is not their first choice.

"Never-married women" may nurture other children and adults and have a high commitment to work. "Transients" never make a commitment to work or family and may go from job to job. No pattern is described for women who do not marry but do have children, either their own or adopted.

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN, 1982, pp. 512-513.

ADULT DEVELOPMENT

In small groups, read each of the following case studies. Compare the stages of adult development described in the case study with the chart that you developed from your readings. Share the case study with people who are in a similar age category. Ask them to reflect and comment on the case study.

In small groups, share information and respond to the following questions:

1. What are the similarities and differences between the stage of adult development in the case study and in the chart developed from your readings?
2. What are the stress factors?
3. What evidence is there of change from a previous stage?
4. What problems are occurring?
5. What are the alternatives and the consequences?
6. What could happen if there is not successful adaptation to the new stage?
7. What would you do in these circumstances? Why? How would it affect you? Your family? Society?

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1. Early-Adult Transition (Ages 17-22)—John and Debbie dated steadily in tenth grade. After their junior year, Debbie became pregnant. John finished school, and Debbie dropped out. John was planning to go to college, but he would have to pay his own way because his father is disabled and his mother barely makes enough to raise their three children still at home.

   Debbie and John have been married over a year and have a nine-month-old daughter. They are experiencing some problems in their marriage. John wants to go to college, but instead is working in a garage at minimum wage to support his young family. Debbie misses her friends. One time she had thought of going into cosmetology, but had never seriously considered what she wanted to do with her life. They both love their daughter and enjoy playing with her. However, they didn't realize how much babies cry, how much time they take, or the costs involved. Nor did they think about how much their lives would change. They can't afford a babysitter or an evening out.

   Debbie and John want a better future.

2. Early Adulthood (Ages 22-40)—Linda is a never-married mother of two children, ages 1 and 4.

   Linda has never worked. She is concerned about being a good mother. She thinks she should join a parent group and volunteer

Continued

Continued

in the local parent cooperative preschool. In fact, she just agreed to volunteer one day per month at the preschool. However, Linda is beginning to resent bearing all of the responsibility for the children and the housework. While talking with a friend, Linda said she felt that there was more to life than house and children.

3. Mid-Life Transition (Ages 40-45)--Keith and Sharon are both 42 years old. Keith was just denied a promotion and is very disappointed. He fears he is just marking time until his retirement.

   Their 17-year-old daughter just started college. Sharon had done volunteer and part-time work, and two years ago started back to graduate school. She is feeling challenged and has aspirations for a career.

   Keith regrets not giving enough time to his daughter when she was home. Now he doesn't feel needed by his daughter or his wife.

4. Mid-Life Transition (Ages 40-45)--Lynn got married just out of high school. She had four children and devoted herself to them and to cleaning the house and cooking. Suddenly, at age 40, her husband divorced her. Since he had taken total responsibility for the finances, all of their possessions--including the house and the car--were in his name. Lynn receives only child support for the two daughters who live with her.

   Suddenly Lynn is faced with a multitude of problems—deciding where to live, finding a job, and buying a car. Most of her friends were her husband's so she has few of her own. Her daughters are upset because of the divorce. It seems that Lynn and her daughters disagree about everything, including clothes, dates, hours, studying, and friends.

   Lynn just read about a Displaced Homemaker program offered in the local adult education center, that helps people like her cope with their unique problems and provides a job-readiness and job-training program.

5. Middle Adulthood (Ages 45-60)--Phil and Ginny are in their early fifties. Their children are married or living on their own. Phil and Ginny are experiencing this time very differently from one another.

   Phil is no longer concerned with rising to the top supervisory position. He is enjoying his work and has recently been given some very creative assignments. He was always active in community programs with his children and continued his community work after the children left. Phil plays tennis regularly.

Continued

Continued

Ginny's father died recently and her mother is not well. Her mother lives 100 miles away. Ginny is an only child. A decision needs to be made whether to move her mother into a nursing home or into their home.

Phil and Ginny seem to be moving apart in their marriage, as Phil is satisfied with his life and Ginny is unhappy.

6. Middle Adulthood (Ages 45-60)--Ed is 50 years old and has been divorced for ten years. At age 40 he hadn't been happy with his work or his family, so he quit his job of 20 years and got a new job in sales, requiring extensive travel. He began to date younger women and his marriage broke up. His children resented the change in his lifestyle and are only now beginning to establish a relationship with him.

   Ed is still restless. He feels a lack of stability and permanence in his life. He is lonely. Holidays are a very difficult time for him.

7. Late adulthood (Ages 60-80)--Glenn and Carol are retired. They are both enjoying their retirement. They have lots of friends and have been active in the church and the community. Glenn and Carol participate in activities at a local senior citizen center, including physical fitness classes.

   They are trying to decide whether to stay in their home, which is bigger than they need, or move to a retirement home in the south. Inflation seems to take a large chunk of their retirement income. More money is going to food and utilities each month.

   Their children live near them and often rely on them for babysitting. Glenn and Carol sometimes feel that their children depend on them too much.

   Although they are both healthy, one of their fears is medical problems. Several of their friends are ill or have died. It is one area in which they do not feel in control of their life.

   Glenn and Carol might be called "activists." They have written letters to the editor regarding how senior citizens are portrayed in television ads. They campaigned actively for special discount rates for senior citizens. They also serve as counselors to the church's young adult group.

   Although their life is fulfilling, they do worry about inflation, the best place to live, and possible medical problems, and are concerned about the problems of all the aging population.

Continued

Continued

8. Late, Late Adulthood (Age 80+)--Mrs. Bennett lives in a nursing home. Her husband died when she was 62 and she is now 87. She has felt lonely since his death. Her daughter lives in the same town and her son lives 2,000 miles away.

Mrs. Bennett is confined to a wheelchair. She is mentally alert, but experiences some lapse of memory. Her daughter visits her once a week. Mrs. Bennett would like to see her more often. Her son sends cards for Mother's Day and her birthday but never writes in-between.

Mrs. Bennett had to sell most of her possessions when she moved into the nursing home. She misses her old home.

She finds herself thinking often about death. Religion has become more important to her. During the long hours she spends alone, Mrs. Bennett often reflects upon how she has spent her life and wonders if she could have done anything differently to prepare for her later years.

ROLES ON A TIME LINE

People fulfill different roles at different times in their lives. Below on the left are three roles and space for you to add others. After you have listed other roles you believe you may perform during your life, shade in the ages at which you anticipate fulfilling each role. There may be interruptions in some roles; other roles you may perform continuously for the rest of your life. Discuss your time lines, using the questions below.

	Years of age												
Roles	0	5	10	15	20	25	30	35	40	45	50	55	60	?
Worker														
Parent														
Student														

1. Which role on your time line spans the longest time?

2. At what ages does your time line indicate you will function in the most roles at one time?

3. What difficulties are likely to occur when you are performing so many roles at once?

4. Which role was most difficult to estimate a time span for? Why?

Source: Adapted from What to do Regarding Nurturing Human Development. Ohio Department of Education (Columbus: 1983), p. 94.

INTERDEPENDENCE CONTINUUM

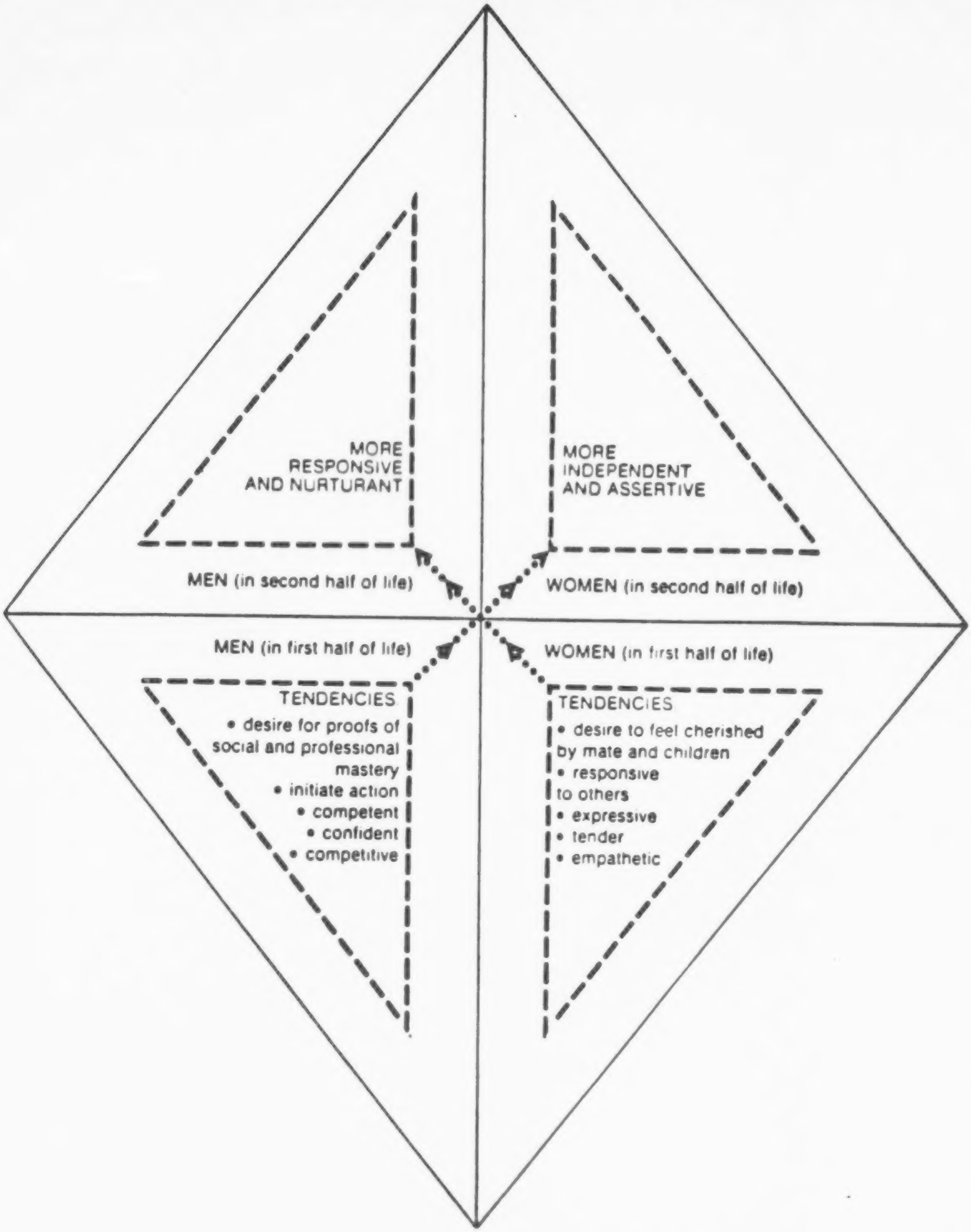
Directions: Complete the chart by completing each sentence and answering the question according to your present age.

Life Stages	Complete the sentence, "I contribute to this age group by -------"	Complete the sentence, "I am dependent on this age group for ---"	List the members of your family in the appropriate squares below. What positive contributions are you making to the life of each?
Childhood and Adolescence (0-17 yrs)			
Early Adult (18-40 yrs)			
Middle Adult (41-60 yrs)			
Late Adult (60 yrs and up)			

Source: Adapted from What to Do Regarding Nurturing Human Development, Ohio Department of Education (Columbus, OH: 1983), p. 95.

THE GENDER DIAMOND

AGE 60
(Reconciliation of Needs and Desires)


MORE RESPONSIVE AND NURTURANT
MORE INDEPENDENT AND ASSERTIVE
MEN (in second half of life)
WOMEN (in second half of life)
MEN (in first half of life)
WOMEN (in first half of life)
TENDENCIES
• desire for proofs of social and professional mastery
• initiate action
• competent
• confident
• competitive
TENDENCIES
• desire to feel cherished by mate and children
• responsive to others
• expressive
• tender
• empathetic

AGE 18
(Age of Maximum Similarity)

Source: G. Sheehy, Pathfinders (New York: William Morrow and Company, Inc., 1981), p. 185.

CONCERN: **SELF-FORMATION**

MODULE: **SELF-ESTEEM**

PROCESS SKILLS

PROBLEM

CONCEPTS

1. Importance of a Positive Self

STRATEGIES

a. Analyze the following situations:

(1) Carl is an unemployed efficiency expert. He has developed 72 resumes that can be customized on his word processor with the push of a button. After months of searching for a position, Carl has received only standardized rejection letters. He told friends, "Any efficiency expert who can't find a job in three months obviously isn't very efficient."

(2) Jane is a 37-year-old never-employed mother of three school-age children. She has served as a room mother for all of her children, providing treats for all major holidays, including Arbor Day. Recently, her husband, Ted, left her for a more exciting woman, Velma, who doesn't even know when Arbor Day is. Jane feels that she has been the perfect wife, mother, and community member, and is even close to sainthood! What reward does she get -- divorce papers!

Discussion Questions

- What is the real problem in each situation?
- How would you feel if you were each of these individuals?
- Why are some people better able to cope than others?
- How can we become aware of rejection? Face rejection? Prepare for alternatives to rejection?
- Identify alternatives for each of these situations.

b. In groups of three to five members each, discuss what it would be like in a family and/or workplace if

(1) Mistakes are seen as opportunities to learn.
(2) There are no put-downs or negative statements made about people.
(3) The environment allows for risk taking ("I don't know if that will

work, but try it.")

(4) Achievements (no matter how small) are validated and celebrated.

(5) Sharing and communication takes place continually.

2. Expression of Uniqueness

a. From a pile of apples, choose one. Study the apple for three minutes, noting such things as its shape, size and characteristic markings. Return the apple to the original pile. Mix up the apples. Reclaim your apple. In pairs, each describe the ways you are like and unlike your apple.

Discussion Questions

- What can we learn about people from this activity?
- In what ways are you similar to the apple?
- What qualities do you put forward?

b. Debate the following statements:

(1) All people are alike.

(2) All people should be like me.

(3) All people should be like the "super" person.

(4) People are people and they'll always be people, so what are you going to do?

(5) Each person is unique, different, and capable of contributing something.

c. Describe yourself by completing a teacher-created "Who Am I?" worksheet. Sample questions may include

(1) Do I make new friends easily?

(2) Do I lose my temper often?

(3) Do I answer letters from friends?

(4) Do I get involved with community organizations?

(5) Do I blame others when things go wrong?

d. List 20 positive affirmations of self. "I am..."

Discussion Questions

PROCESS SKILLS | CONCEPTS | STRATEGIES

- Why is it important to recognize and express uniqueness?
- Why is it important to accept oneself?

3. Self-esteem

a. (For teachers) Read **"Theories and Definitions of Self"** (p. 59). Synthesize important information and relay it along with examples to learners.

b. Define self-esteem. Complete **"How Well Do You Like Yourself?"** (p. 60). Analyze your results by asking

(1) Are you satisfied with your self-esteem? Why or why not?
(2) How does your self-esteem affect yourself? Your family? Society?
(3) What can you do to improve your self-esteem?

c. Review **"Johari Window"** (p. 62). Discuss how each quadrant of the window affects self-esteem.

4. Characteristics of High and Low Self-esteem

a. Do **"Characteristics of High and Low Self-esteem"** (p. 63). Formulate additional characteristics of high and low self-esteem.

Discussion Questions

- How would an individual who had mostly characteristics of high self-esteem handle a job layoff? A divorce? A promotion? A community service award?
- What would be different if the person had characteristics of low self-esteem?

5. Factors Affecting Self-esteem

a. Identify factors affecting self-esteem through the following case study:

(1) Jana is a 26-year-old single mother with a 6-year-old daughter, Jennifer, and a 2-year-old son, Todd. She works as a waitress at a nice restaurant, but does not have an adequate income. The children's father pays $400 per month child support, but he does not always pay on time. Jana has started typing in the evenings to make more money. She is very busy trying to get by. This is how Jana

describes her situation: "I have no money, little time for my children, and no time for myself. All I do every day is go to work, come home and prepare dinner, get the children to bed, do typing to earn money, and go to bed myself. My children complain that I do not spend time with them, that they cannot have friends over, and that they want to go places. Jennifer wants to take gymnastics, and I would like for both of them to take swimming lessons. But I do not have the money or the time to take them to the pool. I never go out and have fun myself. I do not have time for friends, or time to meet a man. Even if I did meet a man, my hair is stringy, I have no clothes, I am 25 pounds overweight, and I am too tired to deal with another person. Being a single parent is impossible."

(Griffin, p. V-16)

Discussion Questions

- What is Jana's real problem?
- How does Jana feel about herself?
- What are the factors involved?
- What are her alternatives and their consequences?
- What could you suggest that she do to improve her self-concept?
- How could a positive self-concept improve her feelings?
- What would you do if you were Jana?

b. Complete "How Do Feelings Influence Self-concept" (p. 64).

6. Strengths and Weaknesses

a. Individually, record things you nag yourself about in the areas of physical, personal, social, and spiritual self. Code each item as

A = I'm not ready to change this yet.
B = I'm working on this one step at a time.
C = I'm wanting to work on this in the future.
D = I'm confused about what I want to do about this in the future.
E = I'm working hard on this one.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	7. Success and Self-confidence	a. List personal successes for the past week by identifying anything you believe you did well and/or enjoyed doing. **Discussion Questions** •How does success relate to self-esteem? •How can you promote success for yourself?
		b. Brainstorm ways to increase self-confidence. Review **"The Confidence Game"** (p. 65). Develop your own list of ways to increase self-confidence and put it in a place where you can see and review it daily.
	8. High Self-esteem	a. Brainstorm ways to promote high self-esteem. Discuss **"The Positive Approach"** (p. 66). Develop a file of quotes promoting high self-esteem.
		b. For each of the statements below, write corresponding positive statements to promote self-esteem. (1) If something goes wrong in my life or in the lives of others, it is automatically my fault. I am responsible for much that goes on around me. (2) I must be competent and achieve perfectly in everything I do or I am valueless. (3) Because someone said negative things about me, it automatically follows that I am no good.
		c. Read **"I Am Me"** (p. 67). Use **"My Declaration of Self-esteem"** (p. 68) or compose your own declaration and sign it. Place it where you can refer to it.
		d. Evaluate the following statements: (1) When I think positively of myself, I am a better parent, a better family member, and a better citizen. (2) When I think positively of myself, I am far less apt to make foolish decisions.

PROCESS SKILLS | CONCEPTS | STRATEGIES

e. Brainstorm ways to maintain high self-esteem.

Discussion Questions
- Why is it important to maintain high self-esteem?
- How can you maintain high self-esteem?
- How does high self-esteem affect yourself? Your family? Society?

9. Women and Self-esteem

a. Review **"Phases of Female Self-esteem Development"** (p. 69). For each of the situations below, indicate which phase of self-esteem development the woman is experiencing.

(1) Kim is a waitress. She would like another job but does not see better options.

(2) Sue knows what she wants in a career and family. However, she often feels like she needs emotional support to balance the demands of both.

(3) Bonnie knows she did a good job on the recent advertising project for her company. Recently, she was given a plaque and was publicly thanked for a good job. In her acceptance speech, she also thanked her coworkers for their support.

(4) Theresa is angry with her family. She is tired of cleaning house, doing laundry, preparing meals, and running errands. She desires a part-time job so she can buy things she wants. Recently, she has not been preparing meals by the regular mealtime or tidying the house daily.

b. Determine other situations in which women are in various phases of self-esteem development. Individually assess where you are in the development of your self-esteem.

10. Men and Self

a. Compare and contrast the following two quotes:

(1) "The male machine is a special kind of being, different from women, children, and men who don't measure up. He is functional, designed mainly for work. He is programmed to tackle jobs, override obstacles, attack problems, overcome difficulties, and always seize the offensive.

"He will take on any tasks that can be presented to him in a competitive framework, and his most important positive reinforcement is victory. He has armor plating that is virtually impregnable. His circuits are never scrambled or overrun by irrelevant personal signals.

"He dominates and outperforms his fellows, although without excessive flashing of lights or clashing of gears. His relationship with other male machines is one of respect but not intimacy; it is difficult for him to connect his internal circuits to those of others. In fact, his internal circuitry is something of a mystery to him and is maintained primarily by humans of the opposite sex." (Fastueau, p. 1)

(2) "Ideally he'll be honest about his needs and open to yours. He will be ready to stop 'performing,' willing to discuss any problems he or you may have, and able to accept the fact that he doesn't have all the answers just because he was born male. He will express and accept physical affection even when nonsexual in intent...He will not define masculinity with his sex organs. He will acknowledge--even embrace--the feminine side of his nature. He will be capable of displaying emotions openly... He will always regard himself as a human first, a man second."
(Wagenvood and Bailey, p. 158)

Discussion Questions
- Which quote describes the most desirable male self-esteem?
- Which quote do you think describes most men?
- What kind of self-esteem would you like your son to develop?
- What kind of self-esteem do you think men will develop in the future?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		b. Discuss how a man's self-esteem is associated with his body, work performance, and family role.
	11. Value of Self	a. Maintain a journal throughout the course, emphasizing (1) What you feel (2) What you want (3) What you need (4) What you believe (5) What you value At the end of the course, reflect upon this journal, addressing your growth.
		b. Make an "I Am Lovable and Capable" (IALAC) sign. Listen to the teacher read "IALAC" (p. 71). As the instructor describes the day's routine, tear pieces of the sign off for the self-destructive events and feelings that happen. **Discussion Questions** •How did you feel when tearing off part of your sign? What things affect you the most? •What control do you have over your IALAC sign? •What could you have done to avoid tearing your IALAC sign? •How does the condition of your IALAC sign affect how you feel about yourself? your family? Others? •How does the condition of your IALAC sign affect how family and others feel about you? •How can you handle yourself when your IALAC sign is torn?
	12. Self-esteem in Others	a. Using the previous case study, suggest what you could do to help Jana improve her self-esteem. Which suggestions would be most helpful? Why? What are the alternatives and the consequences of each suggestion?
		b. Agree or disagree with the following statements. Justify your responses.

(1) Some people build themselves up by tearing others down.
(2) You feel better about yourself when you find good in others.

c. Do **"The Diamond of My Life"** (p.73). Share your diamond with the group. (The teacher must be prepared for sensitive issues to surface, and must give lots of positive feedback.)

Source: W. Griffin et al., Single-Parent Homemaker and Wage Earner: Techniques for Managing Dual Roles (Lubbock, TX: Home Economics Curriculum Center, 1986)

M. Fasteau, The Male Machine (New York: McGraw Hill Book Co., 1974)

J. Wagenvoord and P. Bailey, Men: A Book for Women (New York, NY: Avon Books, 1978)

THEORISTS AND DEFINITIONS OF SELF

Theorist	Definition of Self
Alfred Adler	Environment and heredity are basic elements of personality. The life script of the individual determines how the self is created.
Raymond Cattell	The self organizes personality traits, determines consistency among them, and adds structure.
Erik Erikson	Concepts of self are organized into roles that help one relate to environment.
Prescott Lecky	The self is the unifying force of personality. Individuals reject that which does not fit their value structure and accept that which does. The self is consistent with these values.
Abraham Maslow	Each person has a desire to maximize his or her potential. In reaching their potential, individuals become self-actualized.
Carl Rogers	The self is composed of the real self, the ideal self, and the perceived self. The more congruent these are, the more adjusted the individual is.
Donald Snygg and Arthur Combs	The phenomenal field the individual has greatly determines the self. The self develops and maintains itself in a manner consistent with individual values, perceptions, and experiences.
Harry Stack Sullivan	The self is similar to defense mechanisms. It guards against anxiety by selectively perceiving interactions from the environment. The self, thus, is a system.

Source: D. Frey and J. Carlock, Enhancing Self Esteem (Muncie,IN: Accelerated Development, Inc., 1984), p. 4.

HOW WELL DO YOU LIKE YOURSELF?

Here is a way of looking at your self-concept. By truthfully answering the following statements, you can get a general idea of how happy you are with yourself. Next to each statement, put a number that reflects your feelings about the statement.

3 if it's true most of the time
2 if it's true some of the time
1 if it's only rarely true
0 if it's not true at all

____ 1. I enjoy waking up in the morning.

____ 2. I'm usually in a good mood, day or night.

____ 3. When I look in a mirror, I really like what I see.

____ 4. If I were a member of the opposite sex, I'd find me quite attractive.

____ 5. I really enjoy my work.

____ 6. I always have plenty of energy.

____ 7. I'm basically quite an optimistic person.

____ 8. I can laugh at my mistakes.

____ 9. If I could live my life longer, there is very little I'd change in things I've done.

____ 10. I'm a very interesting person.

____ 11. I like the direction that I am growing and changing as a person.

____ 12. Other people really show they care about me.

____ 13. I am a kind and loving person.

____ 14. The people I care about really value my opinions and ideas.

____ 15. I do not wish that I were someone else.

____ 16. I'm not afraid to express my feelings.

____ 17. There aren't very many people I'd trade places with in life.

____ 18. I lead an interesting and rewarding life.

Source: Compiled by J. Jones, Southwest District Specialist, Home Economics, and J. Morgan-Coures, Preble County Extension Agent, Home Economics, Ohio Cooperative Extension Service.

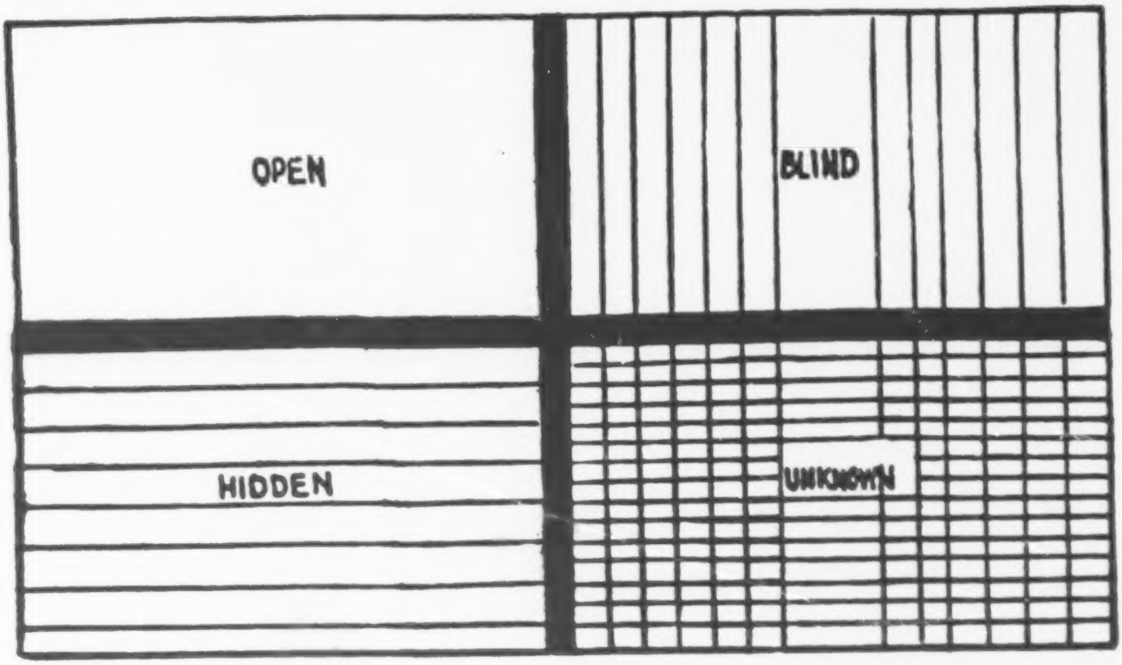
HOW WELL DO YOU LIKE YOURSELF?
Teacher Guidelines

1. Pass out "How Well Do You Like Yourself?" Go over the instructions. Ask the participants to mark their responses quickly, based on their first impression (allow five minutes total). Stress being honest. Emphasize that they will not be sharing these answers with anyone unless they so choose.

2. Tell the participants to score the quiz by adding the numbers.

44 - 55	Very high self-esteem, positive self-worth, accept one's self as okay.
34 - 43	Self-esteem is okay, good self-worth, fairly well-accepting of self and station in life. May wish to improve a little on self-image.
24 - 33	Self-esteem is low, but still okay. Acceptance of self and one's worth is less than one might like. Could do work on improving one's self-image and accepting one's self as being the only one they have.
Below 24	Person is in NOT OKAY position. Self-worth and self-esteem lower than desirable. Needs encouragement and support from others. Needs work on changing "losing" attitudes and behaviors.

3. You might discuss with participants why a 0 or a 1 was marked for a given item. Be careful not to put the person down if he or she shares why. Don't let other participants try to argue the person out of a low score. Just listen! Ask the participants to think of one thing each can do to better accept himself or herself in order to improve self-image in relation to that item.



JOHARI WINDOW

OPEN AREA	Known to self and known to others. A clear glass for both you and others. It consists of "safe" information about you and your behaviors; you dress casually; you like the Cleveland Browns. You are open to discussion and change in this area.
HIDDEN AREA	Known to self and not known to others. In this area, we do not disclose to others, for whatever reason, but we are aware of the area. You may refuse to admit to anyone that you do not read well, or that your left leg is longer than your right leg.
BLIND AREA	Known to others and not known to self. This section contains a one-way glass of information that others know about you but that you are not aware of or are not attending to. Someone may see you are not calm outside, noticing the nervousness in your trembling hands or voice. Others may notice one of your unpleasant mannerisms, but also notice your positive traits, such as a sensitivity toward others.
UNKNOWN AREA	Not known to others. This area is boarded up not only to you but to everyone else. You can only discover the motivations and behaviors that lie behind the unknown area, by your unique but unused talents, continued self-examination, and willingness to be open.

Source: Unknown

CHARACTERISTICS OF HIGH AND LOW SELF-ESTEEM

Directions: Determine whether each of the following phrases is characteristic of high or of low self-esteem. Draw a line through the phrases that characterize low self-esteem.

Believes strongly in certain principles and values

Is overly sensitive to criticism

Is afraid to make a mistake

Is overly critical of others and self

Is capable of acting in own best judgment

Has few health problems

Blames others

Genuinely enjoys self and life

Participates in wide variety of activities

Feels equal to others as a person

Feels persecuted

Fears competition

Is reluctant to try new things

Is overresponsive to praise

Resists efforts of peers to dominate or sway

Feels confident in ability to deal with challenging situations, despite failures and setbacks

Is sensitive to needs of others

Is shy, timid, withdrawn

Is uncertain of own opinions and values

May be jealous and possessive

Is flexible, adaptable in changing situations

Cares about others

Has difficulty entering loving relationships

Is happy, energetic, enthusiastic

Enjoys life

HOW DO FEELINGS INFLUENCE SELF-CONCEPT?

Directions: Your emotions can influence how you feel about yourself. Listed below are a number of feelings that people frequently have. Think of how you react when you have these feelings. How do these feelings influence your self-concept? If the emotion helps you feel good about yourself, place a check in the column "High Self-concept." If the emotion causes you to feel badly about yourself, check the column labeled "Low Self-concept."

FEELING	HIGH SELF-CONCEPT	LOW SELF-CONCEPT
Acceptance		
Anger		
Worry		
"I Can..."		
Distress		
Fear		
Frustration		
Hate		
"I Can't..."		
Jealousy		
Joy		
Love		
Pleasure		

1. Look back over the chart at those feelings that led to a positive self-concept. List three situations in which you have felt at least one of these emotions.

2. Suggest some ways in which you could work to increase the feelings that help you have a high self-concept.

3. Look back over the chart at those feelings that led to a negative self-concept. Think of three situations in which you have felt at least one of these emotions.

4. Discuss what you could do to decrease the feelings that cause you to have a low self-concept.

Source: C. Sasse, Person to Person Student Guide (Peoria, IL: Charles A. Bennett Co., Inc., 1978), p. 21.

THE CONFIDENCE GAME

It takes confidence to move ahead at work--but gaining more confidence is not as hard as you think. If you play the game, you might actually talk yourself into giving your ego a lift. Try these ten tips and surprise yourself with growing assurance.

1. **BUILD YOURSELF UP**
   Everyone has a positive side. Instead of worrying about what you can't do, think about your strengths. Make a list of your good points--all of them. Keep reminding yourself of the things you do well, the skills you have with people or machines or plants, your tennis game, your artistic side, or your organizational ability. Talk yourself up--not down.

2. **TALK POSITIVELY ABOUT YOURSELF**
   Modesty is all well and good, but if you keep saying "I'm clumsy," "I'm fat," or "I'm not good enough," you will begin to believe it--and so will others. Advertise your strengths.

3. **BUILD POSITIVE EXPECTATIONS**
   When you constantly apologize, you only sabotage yourself and raise doubts about your work. Don't hand in a project saying, "I know this could be better" or "I'm sorry this was not done sooner." Instead, build positive expectations by saying, "Here's the report. I've given it my best."

4. **SAY "I CAN"**
   Just because you have never been good at math or writing or speaking to a group does not mean you can't learn. Adults, because they are more motivated, are often better at learning than when they were children. Give yourself a chance and you may be surprised at your potential.

5. **SOUND CONVINCING**
   Watch for conversational phrases like "I guess," "maybe," "I suppose," or "I may be wrong, but..." Don't preface statements with "Don't you think?" or make your statements sound like questions. If you don't sound convinced of what you are saying, how can anyone else be?

6. **SET GOALS**
   Think about where you would like to be in a year or in five years. Then write down the steps you must take to get there, and begin--one step at a time.

7. **TAKE ACTION TOWARD GOALS**
   Everyone is busy and it is easy to find excuses to put off signing up for a course or talking to your boss about ways to advance. Making a move, however small, toward your goal is the only way to get where you want to go. Energy generates more energy. Get moving!

8. **PLAY THE PART**
   Look at the way successful people dress and behave, and do the same yourself. Look people in the eye, shake hands firmly, speak distinctly, and dress well. No one can see inside to know if you are quaking. When you behave more confidently, you fool even yourself. Before you know it, you really will feel more confident.

9. **VOLUNTEER**
   When you have the chance to take on new responsibilities, don't say, "I'm not sure I can handle it." Try "I'm excited at the challenge" instead.

10. **DREAM**
    Fantasies are not a waste of time. Picture yourself the way you want to be, think about performing well and succeeding on the job. It can be a rehearsal for reality.

THE POSITIVE APPROACH

1. Take responsibility for your own life. Forget the cop-out of blaming your problems on your family or someone else. Only you can turn your life around.

2. Don't allow others to make you feel powerless. Refuse to accept the viewpoint that you are limited. You don't need everyone's approval to do something that is right for you.

3. Find a purpose in life. It can be rearing children, or doing your best in business or in whatever suits you. When the going gets rough, keep your sights on your purpose.

4. No matter what, make your relationship with your children work. If it's not working, ask yourself what you can do to make it work.

5. Exchange "I can't" for "I can" in your vocabulary. Seek your family's support. Ask them to help you say "I can do it."

6. Accept yourself as you are right now even though you may not like some things about yourself. After accepting yourself, plan to change what you dislike.

7. Create small, medium, and large goals. Every so often, check to see how you are meeting those goals. If you haven't met them, decide why.

8. Write down your new, positive beliefs about yourself and put them where you can see them. Repeat them to yourself as often as possible. You will soon begin to feel changes in the way you feel about yourself.

9. Step back and assess yourself regularly. A self-evaluation in the evening will help make the next day better.

10. Begin to see yourself as powerful, successful, and capable of reaching your goals. Picturing yourself reaching your goals will help you replace the old "I can't" image of yourself.

11. Be open to a possibility even if you've never done it and can't imagine how it could be done. Try a new plan even if it runs the risk of failure.

12. Work with a creative idea, plan, or project. Accept other ideas even though you didn't think of them, you won't get the credit, you won't personally benefit from them, or you may not live to see and enjoy them.

13. When you think you've reached the end of the rope, TIE A KNOT AND HANG ON!!!

I AM ME

I am me.

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.

I own everything about me--my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be--anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it--polite, sweet, or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself.

I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

I am me and I am okay.

Source: V. Satir, Peoplemaking (Palo Alto, CA: Science and Behavior Books, Inc, 1972), pp. 27-29.

My Declaration of Self-Esteem

I, ______________________, INVITE MYSELF TO BE SO STRONG THAT NOTHING CAN DISTURB MY PEACE OF MIND. TO MAKE ALL MY FRIENDS FEEL THAT THERE IS SOMETHING SPECIAL IN THEM. TO LOOK AT THE SUNNY SIDE OF EVERYTHING AND MAKE MY OPTIMISM COME TRUE. I PROMISE MYSELF TO THINK ONLY OF THE BEST, TO WORK ONLY FOR THE BEST, AND EXPECT ONLY THE BEST. TO BE JUST AS ENTHUSIASTIC ABOUT THE SUCCESS OF OTHERS AS I AM ABOUT MY OWN. I PROMISE MYSELF TO FORGET THE MISTAKES OF THE PAST AND PRESS ON TO THE GREATER ACHIEVEMENTS OF THE FUTURE. TO WEAR A CHEERFUL COUNTENANCE AT ALL TIMES AND GIVE EVERY LIVING CREATURE I MEET A SMILE. I PROMISE MYSELF TO GIVE SO MUCH TIME TO THE IMPROVEMENT OF MYSELF THAT I HAVE NO TIME TO CRITICIZE OTHERS. TO BE TOO LARGE FOR WORRY, TOO NOBLE FOR ANGER, TOO STRONG FOR FEAR, AND TOO HAPPY TO PERMIT THE PRESENCE OF TROUBLE . . .

Christian D. Larson

I GIVE MYSELF THIS INVITATION AND PROMISE TO VALUE MY SELF-ESTEEM ON THIS DAY:

__________________ __________, ____________.

____
(Signature)

WITNESS: ______________________________
(Signature)

PHASES OF FEMALE SELF-ESTEEM DEVELOPMENT

Phase I: Dependency

An important distinction can be made between various types of dependency. In self-imposed dependency, the woman plays out the role of victim, sees herself as helpless, sees others as responsible for her helplessness, and manipulates others to do for her what she could do for herself. In real dependency, on the other hand, there are actual shortages and inequalities.

The dependent woman exhibits the following characteristics:

1. Acts compliant.
2. Sees herself as having limitations. Does not see options for developing internal resources for counteracting these limitations.
3. Manipulates her social system to get positive feedback.
4. Avoids thinking, taking action, and taking responsibility for herself.
5. Prefers the company of men--they are more OK and are, therefore, in a position to confer approval on her.
6. Assumes positively sanctioned roles--most of them under a male boss (wife, mother, nurse, secretary, mistress).

Key motivators for moving out of dependency are heightened awareness of and expression of the pain that one feels in that dependent position. Figure 1 describes the phases in fostering that awareness.

Phase II: Counter-Dependency

Counter-dependency is an angry reaction to the dependent role. The expression of anger is vital to moving out of the dependent role (Schaef, 1981). The woman must be willing to initiate conflict if she is to restructure an oppressive arrangement (Miller, 1976). The first step in this process involves encouraging women to take their needs seriously, to explore them, and to act on them. Many women have come to fuse their own needs with the needs of others. When women come to recognize and accept their needs as equal rather than as secondary, they will initiate conflict (Miller, 1976)--or, rather, surface the conflict that exists.

Women inevitably are confronted with obstacles. Until women are able to initiate conflict, they are blocked from taking the next step. During this phase of saying no to the dependent style, women are typically hostile and blaming. They frequently withdraw from contact with males. In order to leave that role, they often devalue their oppressor (Schaef, 1981). Oftentimes, women initially revolt through passive-aggressive means. However, at this point, the woman still does not feel good about herself. A critical skill for moving on to independence is identifying and expressing wants.

Continued

Continued

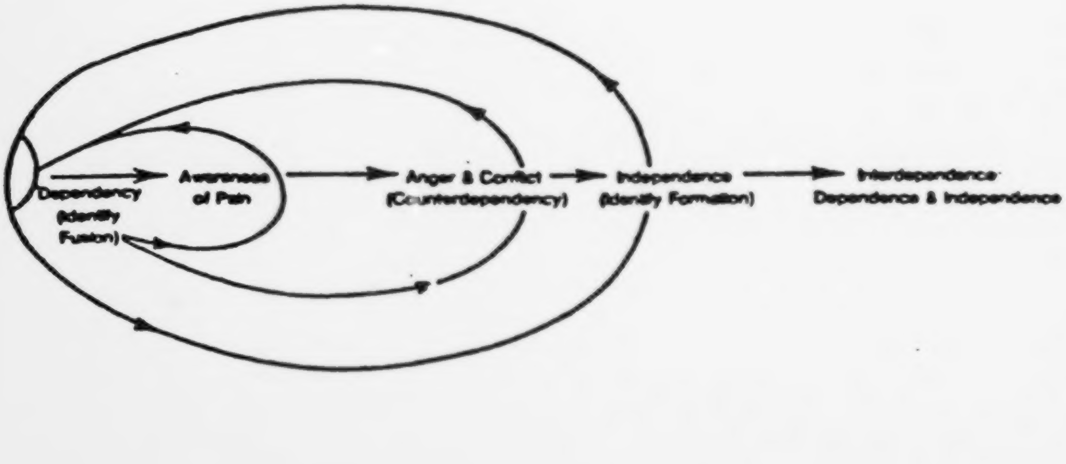
The counter-dependent phase, as illustrated in Figure 1, is actually a false independence. On the outside, the woman tries to behave independently but she has not resolved her dependency issues; she has merely pushed them underground. Until she thoroughly deals with these needs, she remains stuck. Many women never get past this phase, for they are so judgmental and unaccepting of these unresolved feelings. The resulting internal tension created by this hidden conflict can diminish self-esteem.

Phase III: Independence

The focus shifts from the oppressor to the woman herself. During this phase, the woman explores values and alternatives and begins to develop a sense of her own culture (women's culture). Inner attentiveness increases as the woman begins to turn inward to get in touch with what she wants and needs. A celebration of her womanhood begins as she begins stroking herself and exchanging strokes with other people. She is more accepting of her dependency needs and begins resolving these needs in more self-enhancing ways.

Phase IV: Interdependence

Once the woman has more awareness of herself and is secure in knowing what she wants and does not want, she can then choose to relate to men and patriarchal systems from a stronger, more equal position. During this phase, the woman, while owning her own strength, reconnects with her more vulnerable, needy side. Movement through this phase rarely proceeds in a simple straight-line progression, but more typically involves periodic returns to dependency issues (Collier, 1982), each time meeting that dependency from a stronger and stronger place. However, it should be pointed out that it is also possible for women to get "stuck" in one of the phases: dependency, counter-dependency (false independence), or independence. Each phase is important and must be entered and worked through to maximize freedom of choice and opportunity for intimacy.



Source: D. Frey and J. Carlock, Enhancing Self-Esteem (Muncie, IN: Accelerated Development, Inc., 1984), pp. 259-261.

IALAC
Teacher Guidelines

The "I Am Lovable and Capable" (IALAC) story is told to illustrate how one's self-concept can be destroyed by others. If told with feeling and imagination, the story can create a very powerful and moving experience. We have found that it is appropriate for people of all ages.

Take a sheet of paper and write the letters IALAC (pronounced I-ah-lack) on it in large bold print. Holding this to your chest so that people in the group around you can see it, tell them, "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for 'I am lovable and capable.' This is our self-concept, or how we feel about ourselves. The size of our sign, or how good we feel about ourselves, is often affected by how others interact with us. If somebody is nasty to us, teases us, puts us down, rejects us, or hits us, then a piece of our IALAC sign is destroyed. [Illustrate this by tearing a corner piece off the sign.] I am going to tell you a story to illustrate how this happens in everyday life." Then proceed to tell the people about a person who is the same age they are. Pick a name that no one in the group has. As you tell the story, try to be emotional and dramatic but without burlesquing. An outline is provided below. You will have to fill it in with your own imagination. Some teachers have the group help create the story as they go along. As you describe each event that negatively affects the person's IALAC sign, tear another piece of the sign off until, at the end, you are left with almost nothing.

A possible outline for the IALAC story follows. Feel free to adapt, add to, or embellish it in any way you want.

> Carol is still lying in bed ten minutes after her alarm has gone off. All of a sudden the snooze alarm goes off, and she says to herself, "Carol, you lazybones, get your body out of bed and get ready for work!" (rip!) Carol gets out of bed, goes to get dressed, and can't find a clean blouse. (rip!) She goes to brush her teeth and her daughter, who's already locked herself in the bathroom, tells Carol it'll be ten more minutes before she's finished! (rip!) She goes to breakfast to find that her son ate the last of the cereal. (rip!) Then her daughter comes to breakfast and yells at Carol, "Why can't you ever get any food? All my other friends' mothers find time to go to the grocery store and fix nice meals. I wish I lived with one of my friends!" (rip!) Then her son comes in the room, blaming Carol for not having washed his soccer uniform for the school pictures being taken today. (rip!) As Carol leaves for work, she forgets her lunch (rip!) When she gets to the corner she sees the bus pull away so she has to walk to

Continued

Continued

another bus stop five blocks away. (rip!) She's late to work and must report to the supervisor, who gives her a lecture. (rip!)

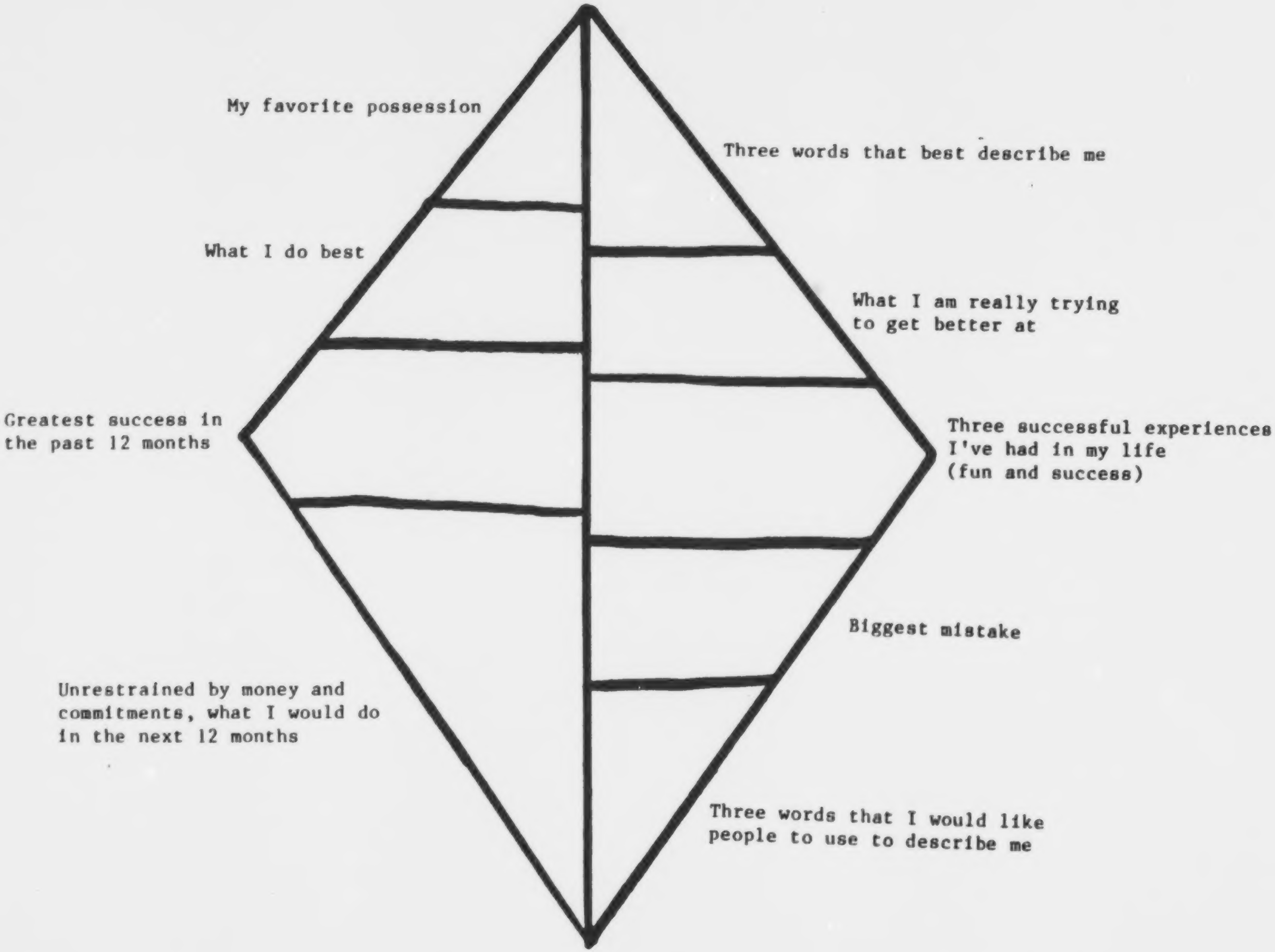
Continue the story through the day with appropriate examples. Some possibilities are

Forgetting a book borrowed from a friend
Being yelled at by an irate customer
Forgetting a sales meeting
Making a mistake and redoing a report
Eating lunch alone
Dropping a tray of food in the cafeteria
Breaking the washing machine
Burning supper
Not knowing answers for the children's homework

End the story by showing Carol going to bed with an IALAC sign about as big as a quarter!

Source: Unknown

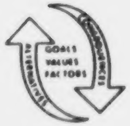
THE DIAMOND OF MY LIFE


My favorite possession
Three words that best describe me
What I do best
What I am really trying to get better at
Greatest success in the past 12 months
Three successful experiences I've had in my life (fun and success)
Biggest mistake
Unrestrained by money and commitments, what I would do in the next 12 months
Three words that I would like people to use to describe me

CONCERN: SELF-FORMATION

MODULE: VALUES AND ATTITUDES

FACT 1.13

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Values and Attitudes	a. Using magazine and newspaper ads and clippings portraying different values and attitudes, define values and attitudes. b. Select an ad or a clipping that represents a value to you. Share why it represents your value. Discuss why values are important.
	2. Personal and Universal Values	a. Role-play the following situation describing the values and the priorities that affected each person's decision. (1) Both Karen and Nicole lost their well-paying, challenging jobs as welders in a suburb outside of Toledo. They enjoy living close to their families and friends. Even though it meant moving to Kansas, Karen decided to accept a new job opportunity with the XYZ Welding Company in Emerald City. Nicole, however, continues to search in the Toledo area. **Discussion Questions** •Which person do you feel more like? •What would you do if you were Karen? Nicole?
		b. Rank values on **"What Do I Value in Life?" (p. 80)**. Discuss how rankings differ among group members. **Discussion Questions** •Did you find yourself surprised by any of your own responses? •Do you perceive that your values were chosen freely? •What determines your values? •What were your parents' values? Friends? •Was any value less important to you at present than it might have been a year ago? Can you determine what thing(s) or event(s) may have changed your point of view?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		c. Define universal values, such as justice and fairness. Determine which values in "What Do I Value in Life" (p. 80) are universal values.
		d. Individually, and then in small groups, select from the "Miracle Workers" (p. 81) the five most desirable and the five least desirable miracle workers' gifts you would like to receive. **Discussion Questions** •What values were you upholding in your choices? •Are any choices out of place in your groupings? •If the top five gifts of your group were given to every person in this world, what effect would that have on society? •Would you choose the same gifts if you were . . .(choose a famous person)...? •What personal factors affected your choices?
	3. Effects of Values	a. From previous activities, rank the top five values you hold (1) at work, (2) in your family, and (3) as an individual. **Discussion Questions** •What if everyone had the same values in their family? At work? •What are the consequences of everyone's having the same values? •What do you prize most in your life? •What are you willing to risk for? •What are you willing to die for? •How do your values affect your actions? Lifestyle? Decisions? •Are values always the overriding factor? Why or why not?
	4. Shifting Societal Values	a. Compare and contrast values in "Shifting Societal Values" (p. 82). Develop a list of values that may emerge in the future. **Discussion Questions** •What would our society be like if the new values had not emerged? •What will our society be like if the future values emerge? •How do you think you will respond to the future values?

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

- How do your personal values reflect societal values?
- Are your personal values more like the "old" or the "new" societal values?
- What values ("old," "new," or "future") do you want the children in our society to have?

PROBLEM

5. Values in Conflict

a. Discuss "Values in Conflict Case Studies" (p. 84). Give examples of situations in which you or someone you know has had a conflict in values.

Discussion Questions

- How do you resolve situations in which values are in conflict?
- What problem-solving techniques do you use?

6. Implementation of Values in Everyday Living

a. Evaluate the situations below, using the discussion questions that follow:

(1) A parent wants a close relationship with the son David, but works 50-60 hours per week and spends little time with David. The parent retires and wants to spend time with David but David has grown up, left home, and has a busy life of his own. The son is so busy that he has little time for his parent.

(2) A parent strives to teach equality among races. The daughter is dating a member of another race and wishes to get married. The parent objects to the marriage.

(3) A supervisor exhibits fairness in judgment and treatment of employees. When a new employee blames a fellow employee for a production mistake, the supervisor listens to the new employee and then talks to the other employee involved. The supervisor must report to his superior on the situation, including the disciplinary action taken.

Discussion Questions

- How are the values these individuals hold implemented in their lives?
- What differences would there be in these individuals lives if the values were implemented versus not implemented?
- Why do people not always implement their values in their lives?
- What values do you implement? What affect do the implemented and

nonimplemented values have on your family? Society?
- Why is it important to "practice what you preach?"

b. Using records, poems, movies, videos, and articles, analyze the values and their implementation.

c. Complete "**Life Activity Match**" (p. 86).

d. List several major issues that are before the public at this time (i.e., peace, war, racism, government spending) on the left side of a sheet of paper. Individually write a few key words to summarize your position on each issue. Across the top of the page, list the seven steps to the values process (prized and cherished, publicly affirmed, chosen from alternatives, after due reflection, chosen freely, acted upon, and repeated action pattern). Take each issue and ask yourself the seven step questions.

(1) Are you proud of (do your prize or cherish) your position?
(2) Have you publicly affirmed your position?
(3) Have you chosen your position from alternatives?
(4) Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
(5) Have you chosen your position freely?
(6) Have you acted with repetition, pattern, or consistency on this issue?
(Simon, pp.36-37)

7. Attitude

a. Use magazine advertisements and newspaper titles and clippings on a bulletin board to depict various attitudes. Define attitudes. (An attitude is a mental position, feeling, or emotion with regard to a fact or state.) Discuss the following quote: "The greatest discovery of my generation is that human beings can alter their lives by altering their attitude of mind."
-William James

8. Identification of Attitudes

a. Complete "**My Attitude Is...**" (p. 87).

Discussion Questions
- Where and how did my attitudes become a part of me?
- Why should I be concerned about my attitudes?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		•How do my attitudes affect others? My family? My world? •How do my attitudes affect my decisions? Goals? Values? •What would happen if I changed my attitudes? •What differences would changed attitudes make to myself? My family? My world? b. Analyze how the class or program might create attitudes.
	9. Positive and Negative Attitudes	a. Using **"A Change for the Better"** (p. 88), create positive attitudes from negative attitudes. **Discussion Questions** •Which of the negative and positive attitudes do you hold? •What would happen if you changed all of the negative attitudes to positive ones in your life? •What would happen if everyone had only positive attitudes?
	10. Effects of Attitudes	a. Compare and/or contrast the effect of positive and negative attitudes in the following situations: (1) A younger employee was given the promotion you wanted. (2) Your daughter is living with a married man. (3) The bank refused your request for a home mortgage. (4) Your grandson was born with Down's syndrome. **Discussion Questions** •Why are some attitudes better than others? •How can people change their attitudes? •How would you feel if you were the person involved in the above situations? •What would happen if you felt differently about the situation? •What could you do to change your attitudes? •Are your attitudes consistent with your values?
	11. Experiences Affecting	a. In small groups or in a short paragraph, describe how your values and attitudes have changed throughout your life. Include the

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Values and Attitudes	influential experiences and people and the resulting consequences. Anticipate what changes in attitudes may occur for the remainder of your life. b. Fold two sheets of paper in fourths for a total of eight rectangles. Give each rectangle a heading writing the name(s) of (1)your parents, (2)a favorite relative, (3)a person you love, (4)your best friend, (5)a favorite teacher, (6)a leader in your group of friends, (7)an important neighbor, and (8)your name. Below each heading list three or four things they want(s) you to value. What does each of these people expect from you? Under your name, make a list of what you are willing to accept as values for your life. c. Develop or select your own personal slogan that depicts a positive attitude and reflects the values that are most important to you. Share your slogan with the group. **Discussion Questions** •Why did you choose this slogan? •What will you need to do to live by this slogan? •How will living by this slogan affect your life? Your family? Your work?

Source: S. Simon et al., Values Clarification--A Handbook of Practical Strategies for Teachers and Students, (New York: A & W Publishers, Inc. 1978)

WHAT DO I VALUE IN LIFE?

Directions: Read through the list below. Add other values that are important to you and not already listed. On a scale of 1 to 5, rank how important each of the words or phrases is to you (1 = most important, 5 = least important). Then go through the list again and rank the five most important words and the five least important words overall.

___ Achievement
___ Aesthetics
___ Attractive Home
___ Autonomy
___ Challenging Career
___ Charity
___ Creative
___ Emotional Well-Being
___ Financial Security
___ Health
___ Honesty
___ Justice
___ Knowledge
___ Love
___ Morality
___ New Experiences
___ Pleasure
___ Power
___ Recognition
___ Relationships
___ Religion
___ Respect
___ Satisfying Family Life

___ Security
___ Skill
___ Wealth
___ Wisdom

Others:

____
____
____

Rank five most important words:

____
____
____
____
____

Rank five least important words:

____
____
____
____
____

THE MIRACLE WORKERS

A group of ten experts, considered miracle workers by those who have used their services, have agreed to provide these services for the members of this group. Their extraordinary skills are guaranteed to be 100 percent effective. It is up to you to decide which of these people can best provide you with what you want. Individually, and then in small groups, select the five most desirable miracle workers, whose gifts you would like to receive, and the five least desirable miracle workers. The experts are

1. **Baron VonBaronne**--He is a college-placement and job-placement expert. The college and job of your choice, in the location of your choice, will be yours!

2. **"Pop" Larity**--He guarantees that you will have the friends you want now and in the future. You will find it easy to get along with family, friends, coworkers, and employers and they will easily get along with you.

3. **Rocky Fellah**--Wealth will be yours, with guaranteed schemes for earning millions within weeks.

4. **I.C. Success**--I.C. is a company president and board chair. I.C. Success guarantees a successful, challenging career just for you!

5. **Dwight D. DeGawl**--This world-famed leadership expert will train you quickly. You will be listened to, looked up to, and respected by those around you.

6. **Dr. Otto Carengy**--You will be well-liked by all and will never be lonely. A life filled with love will be yours.

7. **Dr. Claire Voyant**--All of your questions about the future will be answered, continually, through the training of this soothsayer.

8. **Dr. Hinnah Self**--Dr. Self guarantees that you will have self-knowledge, self-liking, self-respect, and self-confidence. True self-assurance will be yours.

9. **Prof. Val U. Clear**--With the professor's help, you will always know what you want, and you will be completely clear on all the muddy issues of these confused days.

10. **Rosie Dualwork**--She will provide you with the perfect skills to balance home, family, career, leisure, and personal time. No more scheduling hassles, fatigue, or management concerns for you!

Source: Adapted from S. Simon et al., Values Clarifications: A Handbook of Practical Strategies for Teachers and Students (New York: A & W Publishing, Inc., 1978), pp. 338-342.

SHIFTING SOCIETAL VALUES

On the left is a list of some traditional values and on the right is a list of some values that have emerged in American society since the mid-1950's.

"Old" Values	"New" Values
Technology can solve any problem.	Technology causes more problems than it solves.
Money and material possessions are important for status in the community.	Money is important because it pays for the full, rich life.
Hard work is the means by which all important goals are reached.	Leisure is as important as work.
A good worker is dedicated and loyal to the organization.	Self-fulfillment is an important personal goal.
The family is a sacred unit.	Individual welfare is more important than group welfare.
Male and female roles in the family should be strictly upheld.	Male and female roles should be flexible.
Children are important to a marriage.	Marriage without children is okay.
Traditional sexual morality is necessary for the well-being of individuals, families, and society.	Sexual ethics should be defined within the context of each individual situation.
It is always best to save something for an emergency.	It is better to spend now than to save for tomorrow.
All individuals and families in our society should be economically self-sufficient.	All individuals and families in our society are entitled to food, adequate clothing and shelter, health care, and education.
One may seek pleasure after fulfilling all other responsibilities.	The pursuit of pleasure is a central goal in life.
The wealth of America is limitless.	As a society, we would be better off if we learned to live with fewer of the material things of life.

Continued

Continued

"Old Values"	**"New Values"**
A woman should work outside the home only if her family needs the additional income.	Work should provide personal challenge and satisfaction.
Each person should identify short-term and long-term goals toward which to strive.	"Take one day at a time" is a good philosophy.
A happy marriage is a primary goal for each individual.	Self-awareness and self-understanding are important personal goals.
Loyalty to the United States is an important individual responsibility.	Taking risks can help with personal growth.
Large corporations and institutions provide the best services to individuals.	It is important to have a way of expressing personal creativity.
There are many levels of authority that can and should direct our lives.	Sensory perceptions and feelings are as important as thinking and understanding.
	Natural is better than artificial.
	Romance, mystery, and adventure are important aspects of life.

Source: "Changing Values: Where Are We Going," Forum, Spring/Summer, 1980, pp 8-9. Used with permission of J.C. Penney Company.

VALUES-IN-CONFLICT CASE STUDIES

1. A young woman receives a poorly made, hand-knitted, chartreuse sweater for Christmas from her mother-in-law. She decides not to wear it. A few weeks later, the mother-in-law asks the daughter if she has worn the sweater. What should she say?

   Values in conflict:

   Would your response change if you knew
   - The mother-in-law had arthritis?

   - She had never liked her daughter-in-law?

2. Tom wants very much to become an architect. To help him achieve his goal, he has a part-time job with a local, prestigious construction company. He is saving money for college and getting invaluable experience. Currently, he is working at the construction site of a large, multistory office building. He suspects that the materials used in the construction do not meet safety or fire restrictions. If something is not done, many people may be in danger when the building is completed. What should he do?

   Values in conflict:

   Would your response change if you knew
   - The company directors were unaware of the use of inferior materials?

   - Tom's father was one of the building inspectors?

Continued

continued

3. Jane is a single parent with two children, ages eight and ten. Even though their family is financially strapped, they spend lots of time together and have a cohesive family unit. Jane works as a consumer representative of a sales company. Her supervisor has just offered her a promotion to consumer representative manager. The promotion will mean a $2,000 salary increase, a greater work load and more responsibility, and working two to three evenings a week plus one weekend per month. What should she do?

   Values in conflict:

   Would your response change if you knew
   - The company directors were talking of promoting a women into senior management, the next step above a consumer representative manager?
   - The children were older? Or younger?
   - Jane's children were having difficulty with school?
   - Jane's salary increase would be $6,000 instead of $2,000?

4. Bob, a widower, has two children, Buffy and Bif, ages 11 and 14, respectively. Both children are fashion-conscious and wouldn't be caught dead in clothing that doesn't have a designer label. In fact, they told their dad, "Everybody who is anybody wears designer jeans and tennis shoes." The children are becoming self-centered, rude, and unrealistic at home. Bob struggles to pay all the bills with his disability check. What should he do?

   Values in conflict:

   Would your response change if you knew
   - Buffy and Bif had been called names and made fun of at school because they didn't have the "right" clothes?
   - Bob had a good-paying job?

LIFE ACTIVITY MATCH

1. List five values of high importance to you. Write them in the five spaces marked with an asterisk.
2. Turn the paper and write in the spaces marked with a bullet, five ways you spend the majority of time in any given week, such as for work, child care, religious activities, and sports.
3. Mark in the 25 squares an X where the activity corresponds to the values. For example, if spirituality is a value, mark an X where religious activities and spirituality meet; if caring for others is a value, mark an X where caring for others meets with child care, being a friend, or talking to others. Mark as many squares as you can.
4. Count your X's. There are 25 possible. If you have 20-25, you probably live your life feeling fairly satisfied with what you do and what you believe; your important values are supported by your actions. If you have fewer than 10, you may feel unsatisfied with life and that what you do has little meaning to you; there's a gap between your values and your activities.
5. What can you do to change feelings of dissatisfaction or a mismatch of values and activities?

*** VALUES**

*					
*					
*					
*					
*					
ACTIVITIES	●	●	●	●	●

Source: New Beginnings, Project PHASE (AZ: University of Arizona, 1978)

MY ATTITUDE IS

What is your attitude toward...

a BMW____

a dirty house________________________________

someone who smokes___________________________

an employer__________________________________

the government_______________________________

city life____________________________________

a college graduate___________________________

someone making more money than you___________

an individual with a mental disability_______

a professional golfer________________________

a gossiper___________________________________

your parents_________________________________

your oldest child____________________________

a person of a different race_________________

an individual with a physical handicap_______

A CHANGE FOR THE BETTER

Directions: For each of the negative attitudes and behaviors given below, write a contrasting positive attitude or behavior.

	Negative Attitude	Positive Attitude
1.	Rarely smiles	____________________
2.	Unwilling to change	____________________
3.	Unable to see the other person's point of view	____________________
4.	Complains about nearly everything	____________________
5.	Blames others for own mistakes or shortcomings	____________________
6.	Very critical of others	____________________
7.	Thinks only of self	____________________
8.	Tries to force ideas and opinions on others	____________________
9.	Often makes excuses	____________________
10.	Few interests	____________________
11.	Believes can't do anything right	____________________
12.	Unable to forgive	____________________
13.	Thinks others will get ahead	____________________
14.	Gives up easily	____________________
15.	Puts others down	____________________

CONCERN: SELF-FORMATION

MODULE: GOALS

FACT 1.14

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Goals	Write "Before I Die I Want To . . .," and list all the things you want to do or become. Then rank them in order of what you want to do most to what you want to do least. Define goals.
	2. Types of Goals	a. Define short-range and long-range goals. Identify five short-range and five long-range goals for yourself. b. Analyze your jobs, hobbies, volunteer work, courses in school, and other things you have done in the past. Discuss the directions these things point to for the future.
	3. Goal-setting	a. Do "How to Set Priorities" (p. 93). **Discussion Questions** •What questions do you have about setting goals? •Do you have the skills necessary to carry out your goals? •What skills do you need? •How do these goals affect yourself? Your family? Your community? b. Select a long-range goal. At the end of each week of class, individually write a short-range goal, the accomplishment of which would lead to the long-range goal. Accomplish the short-range goal by the end of the next week, and at that time, report to the group what you accomplished. Set a new short-term goal for the week after. c. Generate a list of five goals in each of the following areas: education, career, family, finances, lifestyle, and leisure. Go back over your lists and code each goal with the following symbols: R = the goal is realistic

PROCESS SKILLS | CONCEPTS | STRATEGIES

HW = the goal will require hard work and determination
NT = the goal is nontraditional
* = the goal is a priority

(Verhdydenhilliard, p. 415)

4. Barriers to Meeting Goals

a. Respond to the following statements:

(1) What's the use of setting goals for myself when I'm forty-two years old? I'm over the hill. (Dillard, p. 48)
(2) If I set goals for myself now, I'll only have to change them later. Why be bothered with them in the first place? (Dillard, p. 49)
(3) Although I'm dissatisfied with my career and would like to try another, the competition in a higher paying field is too great for me to consider something else. (Dillard, p. 49)
(4) Why bother setting goals when I have two babies to care for and no money?

b. Blocking behaviors are things such as feelings of guilt, invalid excuses, and other barriers that prevent reaching a goal. For each of the goals listed below, list blocking behaviors that could possibly inhibit an individual from reaching it.

(1) My goal is to increase my concentration during this career workshop.
(2) My goal is to narrow my decision to three career choices in six weeks.
(3) My goal is to become financially self-sufficient in the next six months.
(4) My goal is to find appropriate day care for my children.
(5) My goal is to visit the library and find information on the General Educational Development (GED) Test.
(6) My goal is to call one employer about a job.

Now determine actions needed to eliminate the blocking behaviors. Share other blocking behaviors and ways to overcome them.

c. Using practical reasoning in the following situation, decide how Charles should solve his problem: Twenty-eight-year-old Charles has been out of high school and has worked as an unskilled laborer for the last three years. Recently, he has begun to feel dissatisfied because he has been unable to do interesting things with his life. He has never seriously considered it necessary to set goals.

Discussion Questions

- How should Charles go about deciding what he needs to do?
- What should he consider?
- What facts should he obtain?
- What alternatives does he have?
- What are the consequences of his alternatives?
- What goals might Charles set?
- How can those goals be accomplished?

5. Plan for and Evaluation of Goals

a. Following are criteria for a well-planned goal:

(1) The goal is yours--you own it.
(2) You must be able to state the goal in your own words.
(3) The goal should be legal, ethical, and moral.
(4) The goal should have long-term and short-term components.
(5) The long-term and short-term components should be action-specific and time-specific.

(Vetter, p. 157)

Evaluate each of the goals given below, using the criteria for well-planned goal:

(1) I am seeking a job as a beginning electrician. My goal is to enter an apprenticeship program as an electrician and eventually reach journey status. I am dependable and willing to work my way up from the bottom.

(2) I am a seasoned volunteer worker and the mother of three school-age children, now seeking a position as a child-care worker. My sister thinks I should open a home day-care center. She would be my first customer with her two children.

PROCESS SKILLS	CONCEPTS	STRATEGIES

b. Identify a goal you have. Complete **"Planning My Future"**(p. 94).

Discussion Questions
- To what extent do you recognize the need to set goals?
- What might be preventing you from setting goals?
- What can you do to eliminate that which is blocking your goal-setting behavior?
- To what degree are you considering only present goals?
- What are some general steps that you can apply in setting goals for yourself?
- In what ways might your present decisions influence your future? Your family? Your community?

Source: J. Dillard, Lifelong Career Planning (Columbus, OH: Charles E. Merrill Publishing Co., 1985)

M. Ellen Verheydenhilliard, Women in Nontraditional Careers Curriculum Guide, Women's Bureau, U.S. Department of Labor, (Washington, D.C., 1984)

L. Vetter et al., Adult Career Counseling, The National Center for Research in Vocational Education (Bloomington, IL: Meridian Education Corporation, 1986)

HOW TO SET PRIORITIES

1. At the top of a sheet of paper, write "What are my lifetime goals?" Take two minutes to list your answers. They should be general and abstract, taking into account personal, family, career, financial, and other goals. Now take an additional two minutes to make changes.

2. On top of another sheet, write "How would I like to spend the next three years?" Take two minutes and list all those short-term goals. Take an additional two minutes to add some more.

3. Now ask "If I knew I would be struck dead by lightning six months from now, how would I live until then?" Take two minutes and write. Don't ponder. Take another two minutes to revise.

4. Now take at least two minutes to review and improve all three lists. You may find confirmation of the way you are spending your time, or you may find conflicts.

5. Now take your lifetime goals and select the top three. Do the same for the other lists.

6. Using the nine items as your guide, write on a separate sheet of paper "My three most important long-term goals are..." and list them. In a few days, and every so often, revise the list. Decide on specific activities for achieving long-term goals.

7. Without regard to practicality, write many possible activities for achieving your three goals. Use a separate sheet for each goal. Go back over your lists, adding, deleting, refining. You should have far too many activities and not enough time. Now set your priorities; this is the time to be practical. For each activity, ask yourself "Am I committed to spending time on this activity in the next seven days?" If no, cross it out. You should end up with at least four activities you consider meaningful and are ready to spend time on next week.

8. Combine the results in one list; order your priorities. Classify the most important as A-1. This is the best use of your time. Label the next most important A-2, and so on. They should be short and feasible; if they are not, divide them into segments. Set a deadline for each and schedule them for next week. Get to one of them right away.

Source: Adapted from A. Lakein, How To Get Control of Your Time and Your Life (New York, NY: David McKay Co., Inc., A Division of Random House, Inc. 1973)

PLANNING MY FUTURE

Goal

Resources	Assistance
Barriers	Solutions

Action Step	Starting Date	Finishing Date

Rewards

CONCERN: SELF-FORMATION

MODULE: CREATIVITY

FACT 1.15

PROCESS SKILLS | CONCEPTS | STRATEGIES

1. Creativity

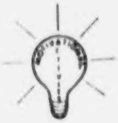
a. Agree or disagree with the following statements, paraphrased from In Search of Excellence:

(1) This nation's excellent companies are succeeding, in part, by nurturing the intuitive, creative side of our brain.

(2) We reason by feelings and reactions at least as often as by facts. "Does it feel right?" counts for more than "Does it add up?" or "Can I prove it?"

(3) . . .A well-run company relies heavily on individual or group initiatives for innovation and creative energy. The individual employee is utilized to the fullest extent of his creative and productive capacity . . .

Ohmae, Kenichi. "The Myth and Reality of the Japanese Corporation, Chief Executive. Summer 1981.
(Peters & Waterman, p. 39)



b. Pretend you are Aunt Nellie's niece or nephew. Aunt Nellie just died and left you the following belongings but no money. Brainstorm what you would do with the items.

(1) 1 broken wooden rocking chair
(2) 1 broken black umbrella
(3) 1 old metal trunk
(4) 1 saggy old twin mattress
(5) 3 wooden milking stools
(6) 6 tulip bulbs
(7) 1 case of dog food
(8) 1 electric fan, dated 1930
(9) 1 Danish Bible
(10) 3 shaggy dogs
(11) 1 lace tablecloth

(12) 1 old Venetian blind

(Slater, p. 23)

Discussion Questions

- What would you do with these items?
- What resources would you use?
- What values are involved?
- What alternatives are available?
- What are the consequences of your decisions and actions?
- How will the rest of your family feel about what you do?
- What difference do your family's feelings make to you?

c. Define creativity. Discuss how creativity can affect performance on the job.

2. Importance of Creativity

a. Give examples of your creativity (when, what, and how).

b. Do "**Creative Think**" (p.101).

Discussion Questions

- Is creativity learned or inherited?
- What skills do you need to think creatively?
- Why is creativity important?
- How do we encourage ourselves to think creatively?
- How does creativity relate to solving problems?
- How can we enable others to trust their creativity?

c. Agree or disagree with the following statements. Justify your responses.

(1) As a person ages, his or her ability to be creative decreases.
(2) Creativity is a talent only artists possess.
(3) A minimum amount of intelligence is needed to be creative.
(4) All five senses are involved and necessary for creativity.
(5) Creativity can conform to time frames.

3. Brain Dominance

a. Review "**The Two Sides of Our Brain**" (p.103) and "**Examples of Left and Right Brain Dominance Characteristics**" (p.104). Do the following activities:

PROCESS SKILLS	CONCEPTS	STRATEGIES

(1) Stand with your arms at your sides.
If your thumbs are away from your body, you are left-brain dominant.
If your thumbs are toward your body, you are right-brain dominant.

(2) Stand straight.
If your right shoulder is higher than your left shoulder, you are left-brain dominant.
If your left shoulder is higher, you are right-brain dominant.

(3) Smile.
If the right side of your smile is higher than the left side of your smile, you are left-brain dominant.
If the left side of your smile is higher, then you are right-brain dominant.

(4) Clasp and fold your hands.
If your right thumb is on top, you are left-brain dominant.
If your left thumb is on top, you are right-brain dominant.

Discussion Questions
- From what you know about brain dominance, are you left- or right- brain dominant?
- What if everyone were left-brain dominant? Right-brain dominant?
- How does being left-or right-brain dominant affect your problem-solving ability? Creativity?
- What can you do to become "whole brain" dominant?
- What is the danger in labeling individuals as being left-brain or right-brain dominant?

b. Determine what kind of occupation would be best for a left-brain individual and a right-brain individual.

Discussion Questions
- How does whether you are right-brain dominant or left-brain dominant affect your job performance?
- What could happen when a right-brain dominant person tries to do a left-brain job?

4. Creation of

a. Divide members into groups of four. On small colored cards, write one

Alternatives

word per card from the sample list below. Additional words may be used. Give each group a complete set of cards, separated by color and placed face down.

Nouns (red)	Verbs (blue)	Descriptors (yellow)
oasis	surround	happy
civilian	run	confident
monkey	describe	slow
coyote	write	responsible
sport	call	positive
backyard	search	intelligent
keyboard	interview	organized
career	stall	lazy
work	accept	dependable
family	learn	beautiful
résumé	create	loving
carpet	give	angry

From a spinner wheel with categories for Noun, Verb, Descriptor, and Free Choice, have one group member in each group spin the wheel. Select a card according to the spin. Free choice allows the member spinning to select a card from the pile of his or her choice. For a maximum of one minute (according to a timer or stopwatch), the member is to sketch clues to help the other members guess the word selected. Verbal or physical communication to group members is not allowed. Members are to guess the word within the given minute. When the word is correctly guessed one minute has passed, the person to the left of the sketcher is to spin, draw a word, and sketch clues for the word.

Discussion Questions

- When sketching, how did you create various pictorial clues?
- What criteria did you use in selecting and using various clues?
- When guessing, how did you process the clues in your mind to create a logical guess?
- What skills did you use to guess various alternative words?
- If you were Rembrandt, would you have been able to accomplish the sketcher's task any easier? Why or why not?
- How does this activity relate to creativity?

b. Complete "Technology and Jobs" (p. 105).

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

Discussion Questions
- How can creating alternatives help prepare an individual for changes in a job?
- How do technological changes affect the skills needed?
- What are the consequences of the changes in relation to the job and the skills needed?

c. Create alternatives for solving each of the following dilemmas:

(1) It is Wednesday. There is no food in your cupboard and you have no money until next week.

(2) Your monthly income is $425 and your monthly bills are $580.

(3) You have just been laid off for a minimum of six weeks. Prospects at the factory for permanent full-time work look bleak.

Discussion Questions
- What kinds of problem-solving approaches are best used in these situations (blind acceptance, impulse, habit, like others, or reasoning)? Why?
- What alternatives are available in each situation?
- What are the effects of each alternative?
- Are the alternatives morally or ethically justified? Why or why not?

5. Thinking Beyond the Obvious

a. Using "**How Many Squares Do You See?**" (p.106), count the squares.

Discussion Questions
- How many squares do you see?
- Which squares did you see first? Last?
- How did you expand your thinking process?
- How does thinking beyond the obvious relate to creativity? to problem-solving?
- What examples from your life show how you have thought beyond the obvious?

b. As a class, use "**Questions to Expand Creative Thinking**" (p.107) to list all the uses you can think of for the following:

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(1) a brown paper sack (2) a red brick (3) a wire coat hanger (4) an empty glass bottle
		c. Review "Creativity--What Is It?" (p.108).
PR	6. Creativity in Problem Solving	a. In small groups, tell how you would creatively solve the following problems: (1) You are a 30-year-old single parent of two school-age children, and are working as a file clerk. Your monthly net income is $1,100 and your monthly bills are $1,300. Your bank accounts total $2,300. The company you work for is talking about relocating. You have always enjoyed sewing, gardening, and volunteering for fund-raising. You would like to find a better job but cannot afford to quit work to look for one. (2) You are an employee of a school system that needs to cut costs. School administrators have decided that the best way to cut costs is to reduce operational costs, such as supplies, equipment, travel, services, and meetings. However, no employment positions are to be eliminated. All employees in the school system are requested to submit a plan to reduce operational costs. A $500 bonus will be given to the employee with the best plan. List at least ten cost-cutting measures. Select one of your ideas and develop an implementation plan. Be sure to include (1) the procedure for implementing the cost-reduction plan, (2) the people and programs the plan will affect, and (3) the approximate savings of the plan.

Sources: T. Peters and H. Waterman, Jr., *In Search of Excellence: Lessons from America's Best-Run Companies* (New York: Harper & Row, Publishers, 1982)

S. Slater *Creative Think: An Individualized Instructional Module*.

CREATIVE THINK

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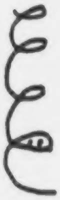	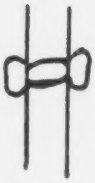		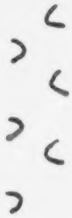
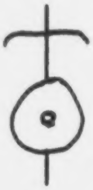	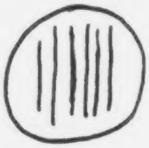		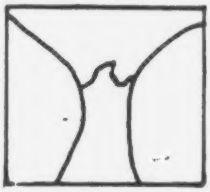

CREATIVE THINK

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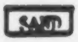

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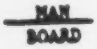

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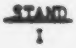

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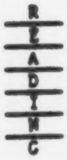

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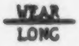

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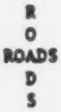

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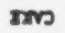

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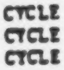
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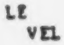

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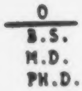

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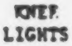
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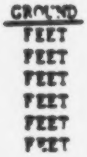
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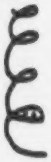

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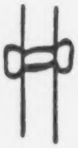

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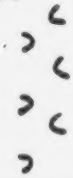

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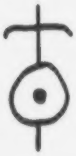

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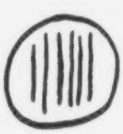

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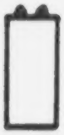

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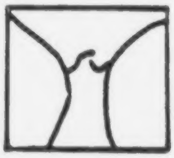


1. Sandbox
2. Man overboard
3. I understand
4. Reading between the lines
5. Long underwear
6. Crossroads
7. Upside-down cake
8. Tricycle
9. Bi-level
10. 3 degrees below zero
11. Neon lights
12. 6 feet underground
13. Two fleas in love in the spring
14. A man in a tuxedo caught in the elevator door
15. A ghost with a cinder in his eye
16. Tracks of a pigeon-toed horse
17. A Mexican riding a bicycle backwards
18. A plate of spaghetti served by a neat waiter
19. The underside of a diving board
20. Two elephants not on speaking terms

THE TWO SIDES OF OUR BRAIN
(Two Modes of Consciousness and Perception)

The Left Side	The Right Side
Connected to the right side of the body, and the right side of each eye's vision.	Connected to the left side of the body, and the left side of each eye's vision.
Deals with inputs one at a time.	Demands ready integration of many inputs at once.
Processes information in a linear manner.	Processes information more diffusely.
Has a lineal and sequential mode of operation.	Has a nonlineal and simultaneous mode of operation.
Deals with time.	Deals with space.
Responsible for the faculty of verbal expression, or language.	Responsible for gestures, facial and body movements (or "body language"), tone of voice, etc.
Responsible for verbal and mathematical functions.	Responsible for spatial and relational functions; awareness of one's own body, for sports and dancing; our orientation in space; recognition of faces; crafts, artistic endeavors; musical ability and recognition of pitch.
Specializes in memory and recognition of words or numbers.	Specializes in memory and recognition of objects, persons and places, music, etc.
Normally tends to specialize in logic and analytical reasoning or thinking.	Normally tends to specialize in intuition and holistic perception or thinking.
The seat of reason.	The seat of passion and of dreams.
The crucial side of the brain for wordsmiths, mathematicians, and scientists.	The crucial side of the brain for artists, craftspeople, and musicians.

Source: R. Bolles, The Three Boxes of Life (Berkley, CA: Ten Speed Press, 1981), p. 96.

EXAMPLES OF LEFT AND RIGHT BRAIN DOMINANCE CHARACTERISTICS

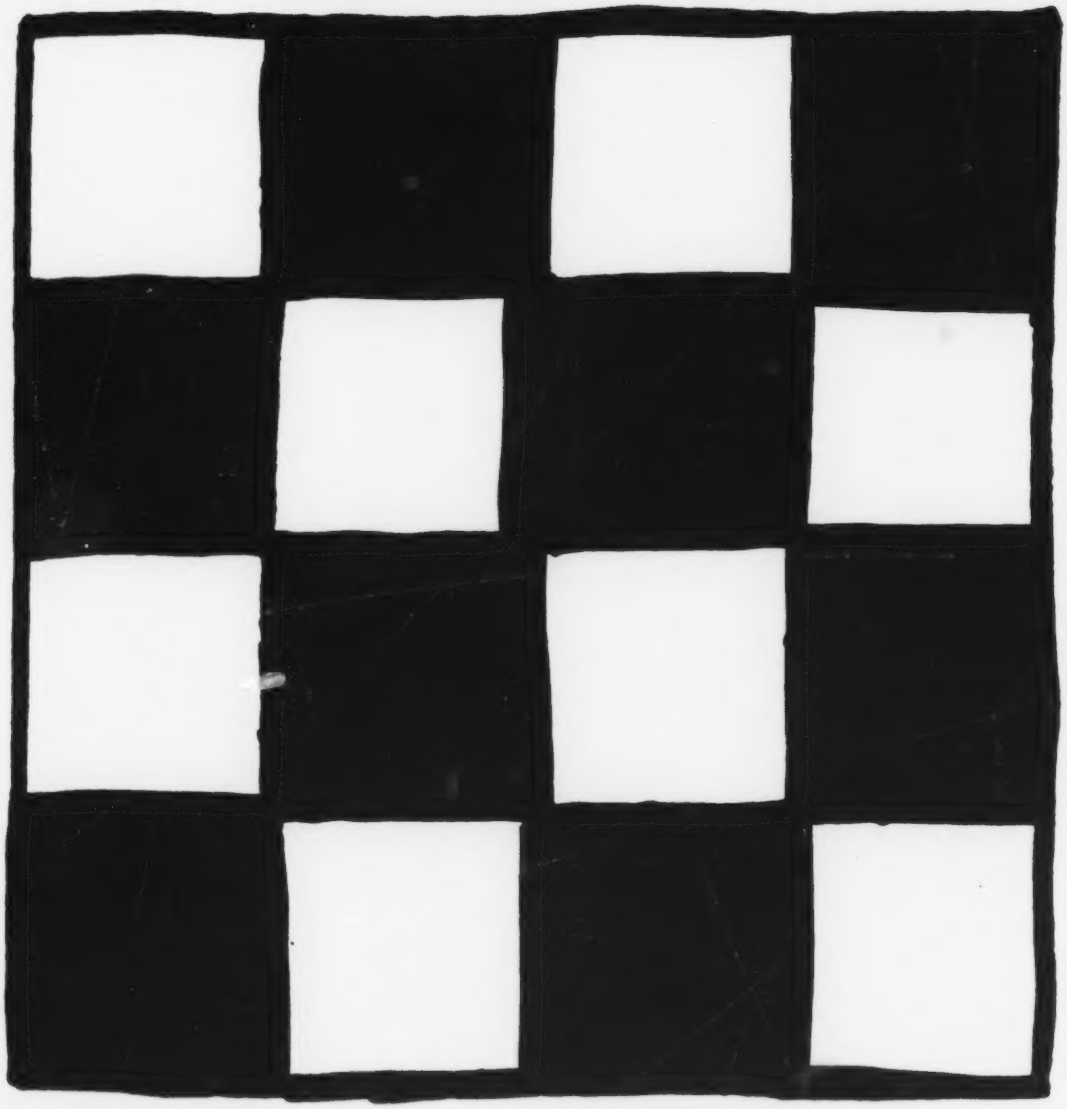
Left	Right
Remembers names	Remembers faces
Likes directions to be spoken written	Likes directions to be shown or demonstrated
Likes to keep feelings to self	Likes to share feelings
Prefers multiple choice tests	Prefers essay tests
Likes to do one thing at a time	Likes to do several things at once
Is planned and structured	Is fluid and spontaneous
Likes to use the correct tool for each job	Uses anything around to get the job done
Logically problem solves, asks questions	Intuitively problem many solves; the answer feels right
Is not a risk taker	Is a risk taker
Relies on language in thinking remembering	Relies on images in thinking and remembering
Likes details, lists, and agendas	Dislikes details and agendas
Has long attention span, can concentrate for a long period of time	Has a short attention span; the mind wanders
Likes neatness and order, everything has its place	Is messy and disorganized with a high tolerance for clutter; uses a jam it-ram it approach to putting things away
Likes exact recipes	Likes to create own recipes
Likes exact formulas	Likes to create own way of doing things

TECHNOLOGY AND JOBS

Directions: Consider the following careers. In the first column, list the skills and abilities needed for the career. Now, in the second column, write how computers and robotics may have changed the job by the year 2005. In the third column, list the new skills needed as a result of the changing technology.

	Present Skills Needed	Technology Changing Jobs	New Skills Needed
Homemaker			
Teacher			
Advertising Manager			
Sales Clerk			
Dentist			
Magazine Writer			
Manager			
Construction Worker			
Appliance Repair Person			
Paramedic			
Personnel Officer			

HOW MANY SQUARES DO YOU SEE?



QUESTIONS TO EXPAND CREATIVE THINKING

1. To what new uses can it be put?
2. How can I adapt the idea to another use? What else is like this? What other ideas does it suggest?
3. How can I modify the idea? For instance, could I change the meaning, color, motion, sound, odor, taste, form, shape—give it a new twist?
4. How could I magnify the idea? Could I add something to it - more time, greater frequency, extra value—make it stronger, higher, longer, thicker, larger, heavier? Could I duplicate, multiply, exaggerate?
5. Could I minify the idea? Subtract something, make smaller, condense, put in miniature, lower, shorten, narrow, lighten, omit, slow, streamline, understate?
6. Could I substitute? Other people, other ingredients, other material, other process, other place, other power, other plane, other approach, other tone of voice, other time?
7. Could I rearrange it? Change components, pattern, layout, sequence, schedule, pace?
8. Could I reverse it? Transpose positive and negative, opposites, turn it around, turn it backward, upside down, inside out, reverse roles, turn tables, transfer, cause and effect?
9. Could I combine it with something else? A blend, an alloy, an assortment, an ensemble, combine units, purposes, appeals, ideas?

Source: S. Slater, Creative Think: An Individualized Instructional Module, p. 10.

CREATIVITY--WHAT IS IT?

"Oh, she or he is so creative! Why didn't I think of that?" Do you ever find yourself feeling that someone else seems to come up with all the good ideas, or that you're on the short end when it comes to creative behavior?

Creativity is found in varying degrees in all people, yet it is difficult to define exactly what creativity is. Though many researchers have attempted to identify and measure creativity, it is still an elusive concept.

WAYS TO STIMULATE YOUR OWN CREATIVITY

1. Brainstorm ideas or solutions to a problem. (It has been discovered that in some situations the second 50 brainstorming ideas are, on the average, higher in quality than the first 50.)

2. Be aware of your environment. Look at a sunset with a new attitude. Rearrange your office to make it more efficient and pleasant. Be more aware of the emotions and needs of coworkers and their families.

3. Read books and magazines with the idea of looking for creative responses or new ideas on an old topic, or simply for personal mind-stretching.

4. Take a course on a topic outside your normal areas of interest or expertise.

5. Keep an open mind and do not allow yourself to be restricted by tradition.

6. Learn to ask key questions and to be inquisitive, especially with people outside your usual circle.

7. Create an idea file and record ideas as they come to you.

8. Don't be afraid to fill your wastebasket once in a while with discarded solutions.

9. Determine the time and the place where you can be most productive in a creative way, i.e., behind a closed door or in a secluded place away from such things as the phone and people.

10. Put failures into perspective. Creative people generally experience more failures than noncreative individuals because they often try new things and take more chances.

11. Listen for positive comments and reactions as well as complaints and determine positive actions accordingly.

Source: Condensed from "Creative Decision Making," Forum (New York: J.C. Penney Company, Inc., 1973)

CONCERN: SELF-FORMATION

MODULE: SELF-EMPOWERMENT

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL	1. Emotions	a. Finish the sentences below. (1) I am afraid ... (2) I feel angry... (3) I feel guilty... (4) I worry... (5) I don't care... (6) I am disappointed... (7) I feel helpless... (8) I am depressed... **Discussion Questions** •What is the overall problem when an individual has many of these feelings most of the time? •How can these negative feelings be transformed into positive ones? •What does it mean to you to be in control of your life? Responsible for your own behavior? b. Describe what it means to be responsible and in control of your life. Cite examples from the past week when someone in your family has shown responsible or irresponsible behavior.
	2. Fear	a. Describe a recent experience involving fear. **Discussion Questions** •How do these experiences create fear? •Why is it important to address one's fears? b. Using resources, define fear. Describe situations in the past when you experienced fear.

3. Usefulness of Fear

a. Give examples of when fear serves a purpose.

(1) Small children are taught to be afraid of fire.
(2) Adults learn to be afraid of danger threatening their well-being or safety.
(3) An employee fears losing his job if late for work.
(4) Fears can motivate us to improve and/or strive for something better.

b. Discuss how fear relates to stress. Give positive and negative examples.

4. Identification of Fears

a. Recall several fears you have had throughout your life. Trace the origin of the fears.

Discussion Questions
- Do the fears help or hinder you?
- How have you overcome the fear?
- How would you have reacted to the situation if you had not been afraid?

b. Define and list phobias. (See list below.) Create other phobias that have not been formally identified.

(1) Acrophobia - fear of high places
(2) Agoraphobia- fear of open spaces
(3) Autophobia - fear of being alone
(4) Bathophobia - fear of depths
(5) Chionophobia - fear of snow
(6) Claustrophobia - fear of being shut in or isolated
(7) Demphobia - fear of crowds
(8) Hoptephobia - fear of being touched
(9) Kinesophobia - fear of movement
(10) Musophobia - fear of mice
(11) Mysophobia - fear of contamination
(12) Necrophobia - fear of dead bodies
(13) Nyctophobia - fear of night and dark

PROCESS SKILLS	CONCEPTS	STRATEGIES

(14) Ophidiophobia - fear of reptiles
(15) Pedophobia - fear of children
(16) Phonophobia - fear of noise
(17) Phobophobia - fear of fear
(18) Psychophobia - fear of cold
(19) Pyrophobia - fear of fire
(20) Thalassophobia - fear of ocean or sea
(21) Toxicophobia - fear of poison
(22) Tremophobia - fear of trembling
(23) Zoophobia - fear of animals

(Ryder, p. 69)

c. Research some books, stories, poems, movies, and plays to find how fears and phobias have been used in plots.

5. Fears to Overcome

a. Discuss how an individual could deal with the following fears:

(1) Water
(2) Heights
(3) Flying
(4) Death
(5) Speaking in front of groups
(6) Interviewing
(7) Failure

b. For each of the situations below, decide how you would handle the problem.

(1) Janet is a door-to-door cosmetics salesperson. For the last two months, sales have been down. Yesterday her supervisor called her into the office for the third time this month. The supervisor that unless she gets her sales up she will lose her job. Janet is worried about her sales presentation, bookkeeping, and appearance, and the possibility of losing her job. She recognizes her fears but does not know what to do. What action should she take?

(2) Jim is a part-time clerk at a local hardware store. He believes he is

quiet and shy. As a result of his belief, he rarely talks to customers. Jim is afraid of making mistakes on the job. His supervisor wonders why Jim spends so much time looking over his shoulder. What can Jim do to improve his job performance?

(3) Tammy has lived alone since her husband died one year ago. Tammy has developed agoraphobia, a fear of open spaces, so she does not leave the house unless absolutely necessary. A single friend would like to move in with her. Tammy believes her friend will want her to go places and do things in the city. Tammy is unsure of wanting live-in companionship. What should Tammy do?

Discussion Questions

- What are the fears in each situation?
- How can these fears be eliminated?
- How can you help others who have fears?
- How do you help yourself overcome fears?
- What are the consequences of not addressing a fear?
- What advice would you give someone who does not want to overcome a fear?

6. Anger

a. From pictures of people looking angry, construct hypothetical situations that may have created the anger response in the individuals. Define anger.

b. List common sentences expressing anger.

(1) I'm so angry I can't see straight.
(2) She was blind with rage.

c. Read **"Getting Mad Is Quite OK"** (p.121).

d. Individually rank statements on **"Understanding Anger"** (p.124). In small groups, rank statements through consensus.

7. Identification

a. Recall a recent incident of anger and compare your reactions to the of Anger

following list of symptoms:

(1) Changes in muscle tension
(2) Scowling
(3) Grinding of teeth
(4) Glaring
(5) Clenching of fists
(6) Changes in position of arms and body
(7) Getting red in the face or body
(8) Loss of color
(9) Goose bumps
(10) Chills and shudders
(11) Prickly sensation
(12) Numbness
(13) Choking
(14) Twitching
(15) Sweating
(16) Loss of self-control
(17) Hot feeling
(18) Cold feeling

(Tavris, p.66)

Discussion Questions
- When you get angry, what happens to your body?
- How do you feel when you get angry?
- What do you communicate to others when showing your anger?

b. Complete unfinished sentences and share responses in small groups. Then compile the responses, and compare and contrast them by answering the Discussion Questions.

(1) I feel angry when...
(2) When I am angry, I...
(3) I react to others who are angry by...
(4) I am most often angry when I...
(5) I believe that anger is...
(6) I would like to control my anger by...
(7) I express my anger by...

(8) Anger is constructive when...
(9) Anger is destructive when...
(10) Alternatives for dealing with anger include...

Compile the responses; then compare and contrast them by answering the discussion questions:

Discussion Questions

- What are the differences between the male and the female responses in the sentences? Between younger and older group members?
- What patterns in responding to anger seem to evolve?
- What situations and people seem to evoke anger?
- What are alternative responses to anger?
- What would your life be like if you were always angry?
- What would it be like to work for an employer who was always angry? With others who were always angry? How would you deal with that situation?

8. Constructive Solutions to Anger

a. Review "Things to Do Instead of Hitting or Screaming" (p.125).

b. For each of the four personal commentaries below, list the consequences of the anger involved and some constructive ways to handle it.

(1) "Sure, I get angry sometimes. When I come home, I just want some peace and quiet. The kids get to yelling and screaming and running all over the place. I usually warn them once or twice. And if they keep it up, sometimes I just lose my cool. So what if I hit them a little. At least they'll learn to shut up."

(2) "I get headaches, stomach cramps, and colds a lot. My doctor just diagnosed me as having an ulcer. He thinks my physical problems are related to my emotional life. I really think my husband and my mother have ruined my life. But at least I don't get angry--ever. Mom taught me to never get angry."

(3) "When things go wrong, it's nearly always my fault. Take my marriage, for instance. My wife left me because I couldn't do anything right.

Even though our business is successful, I should work harder. How can I be angry with her when I'm the one who failed?"

(4) "I have no friends because no one ever calls. I tend to pout when I'm angry but that doesn't mean people shouldn't like me. At least my sense of humor helps. I try to be funny with quips, puns, and picking at people. It's hard to make people laugh."

Discussion Questions
- What do you think is best to do? Why?
- What if everyone acted as these people did?
- Would the consequences and your suggestions be different if you had been abused in your life? Greatly resented a significant other? Were a counselor?

c. Role-play destructive and constructive ways to express anger.

(1) Your boss never returns the phone messages you put on his desk.
(2) Your son had the car for the evening and came home after his curfew.
(3) Your coworker doesn't do her share of the work.

d. Review **"Anger Management Principles"** (p.126). State how you can apply each principle directly in your life.

9. Guilt

a. List things that make you feel guilty, including

(1) Leaving your child in child care outside your home
(2) Going away for the weekend and leaving the kids
(3) Not having cleaned the house in two weeks
(4) Arriving late to work because school started late due to bad weather conditions
(5) Buying a new outfit when there's no money for clothing this month
(6) Being too tired for sex
(7) Watching TV when you should be working around the house
(8) Putting in extra work hours
(9) Not spending time with family and friends

PROCESS SKILLS CONCEPTS STRATEGIES

(10) Taking credit for something you really didn't do
(11) Yelling at your children when you have had a bad day

Discussion Questions

- Is guilt a form of self-inflicted punishment? Why or why not?
- Do you let others lay guilt on you? Why or why not?
- Do you feel guilt about feeling guilty? Why or why not?
- Does guilt make us more effective at solving problems?

b. Debate the statement "Guilt has destroyed more ambitions, health, and lives than the actual experiences that we allow to produce guilt."

10. Sources of Guilt

a. Give examples of each of the following sources of guilt:

(1) Major role conflicts between career, family, and personal needs
(2) Too many changes at one time
(3) Demands of other people on you
(4) Your own expectations of yourself

b. Distinguish between reasonable and unreasonable demands. Give examples.

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

11. Handling Guilt

a. Complete **"Alternatives to Should's"** (p.127).

b. Analyze the following case study on handling guilt.

(1) Mary is a single parent with two children, Katy and Timmy, ages 2 and 4. The three of them live with Mary's parents. Mary is enrolled in a job-training program. Her parents are unable to care for her children during the day so she takes them to a daycare center. Mary feels guilty about leaving Katy and Timmy. Timmy cries and clings to Mary when he enters the day-care center. Mary feels she should devote her time to her children while they are young. Her parents even tell her she is neglecting Katy and Timmy by taking them to the center each day. Frequently, Mary stays home with her children instead of attending the job-training class. Mary does not know how to handle her guilt and

finish the job-training program.

Discussion Questions
- How can Mary learn from experience?
- What should Mary do about accepting her limitations?
- What would be the worst that could happen if Mary did not stay home with her children?
- How can Mary reject guilt and self-punishment?
- How can Mary not let others inflict their values and guilt on her?
- How can Mary turn guilt into action?

12. Other Emotional Reactions to Experiences, Situations, and Feelings

a. Identify emotional reactions (disappointment, depression, worry, apathy, and powerlessness) to the following situation:

For two months, Bill spent time and effort in job hunting. However, he just received his fifth job rejection letter in two weeks. Now, he puts off making contacts, is spending more time alone, and is not eating or sleeping much.

b. Chart the symptoms, characteristics, and strategies for handling the following emotional reactions:

(1) Disappointment
(2) Depression
(3) Worry
(4) Apathy
(5) Powerlessness

Discussion Questions
- How are the symptoms, characteristics, and strategies for handling the emotional reactions similar? How are they different?
- What are the alternatives to each reaction?
- What are the consequences of each reaction?

13. Defense

a. Define defense mechanisms. (Defense mechanisms are adaptive measures

Mechanisms

often used to cope. However, the emotions and tensions are reduced only in the person's mind, not in reality.)

b. Do "**Defense Mechanisms**" (p.129).

Discussion Questions

- When and how is it appropriate to use defense mechanisms?
- What are the consequences of always using defense mechanisms?
- What alternative strategies to defense mechanisms could be used?
- How would consistently using defense mechanisms affect a person's self-esteem?
- What advice would you give to someone who consistently used one or more of the defense mechanisms?

14. Self-accountability

a. Agree or disagree with the following statements. Justify each response.

(1) It is possible to liberate oneself from the painful emotions that accompany blaming.
(2) I'm the one who determines whether it is a positive relationship.
(3) Fixing blame fixes the problem.

b. Discuss how and why blame strangles relationships.

c. Using resources, define self-accountability. Review "**Summary of Self-accountability Versus Blame**" (p.130).

d. Rewrite the following statements to increase personal responsibility:

(1) I couldn't help saying what I did.
(2) I walked out because she insulted me.
(3) I didn't talk to anyone at the party because I'm shy.
(4) I lied to the client because my boss ordered me to do so.
(5) I hate getting up and going to work, but as the provider for this family I must.

PROCESS SKILLS **CONCEPTS** **STRATEGIES**

15. Self Talk

a. List negative and positive self-talk statements that we tell ourselves. Discuss how this becomes a directive for your subconscious mind to make you become the person you are. Compare your list with **"Positive and Negative Self Talk"** (p.131)

b. Complete **"Changing Self Talk"** (p.132).

c. Agree or disagree with the following statement, justifying your response: Programming creates beliefs; beliefs create attitudes; attitudes create feelings; feelings determine actions, and actions create results.

d. For two to three days, listen to family members. In one column write all the negative self talk you hear, and in the second column write all the positive self talk you hear. Share these in class.

Discussion Questions

- Are there more negative or positive self-talk statements?
- How can the negative self-talk statements be changed to positive statements?
- What are the effects of negative self talk on self? Family? Society?
- What if everyone used only positive self talk? What would society be like?

e. Make tapes of positive self talk for a behavior you would like to change. Play the tape daily. Report to the group what changes have taken place.

f. Discuss **"Levels of Self Talk"** (p.134). In pairs, write self-talk statements for each level.

g. For each situation below, complete a **"Self Talk"** (p.136) worksheet, using **"Cognitive Distortions"** (p.137).

(1) The person who you love deeply and with whom you have been exclusively involved romantically for four years tells you "It's over. I don't need you anymore."

(2) You are interviewed for an employment position you really want and are not selected.

(3) You having been trying to do your best at work. During your annual performance evaluation, your supervisor says, "You are doing poorly. If you don't do better, you'll be fired."

PR

h. Using practical reasoning, decide what you should do about empowering yourself to be in control of your life.

i. For each word below, a statement indicating you are in control of your life and responsible for your behavior.

(1) Competence
(2) Commitment
(3) Confidence
(4) Creativity
(5) Courage

Sources: V. Ryder, Contemporary Living (South Holland, IL: Goodheart-Willcox Co., Inc., 1981)

C. Tavris, Anger: The Misunderstood Emotion (New York: Simon and Schuster, Inc., 1982)

GETTING MAD IS QUITE OK

Contrary to what many people think, anger is not something we should try to avoid at all costs. It is an entirely normal part of human experience. Its power to be harmful and destructive is completely dependent on our ability to face angry feelings and to learn how to deal with them.

Once we help a child understand his or her angry feelings and make it clear that hostile actions are not allowed as an outlet, many other alternatives can be offered. It usually helps to talk about angry feelings to a sympathetic listener, for instance. It may help a child to pound some clay or punch a pillow--pretending it's the person she's mad at, perhaps. Sometimes it helps a child to get in the bathtub and smear fingerprints all over or to yell at the top of his or her lungs. Giving children acceptable outlets for anger makes it possible for them to be in touch with their feelings. Such guidance can help a child grow up to be an adult who can have an unpleasant experience with a nasty boss or a manipulative relative, recognize that it has made her or him angry, then arrange to take a long walk or go fishing or smack a tennis ball around until the anger subsides.

There is no subject connected with child raising about which I am more passionate because I've seen what happens when children feel guilty and unlovable and repress their anger. It never just goes away; sooner or later it finds an outlet. Here are some of the consequences:

1. All emotion gets repressed. If a child becomes frightened and guilty about angry feelings, he may unconsciously begin repressing all kinds of thoughts and feelings. Curiosity, wonder, and creativity are severely damaged by such a generalized block. The child draws inward, experiencing a loss of all emotions, including positive ones.

2. Anger is turned against the self. When anger has no place to go, it turns against the self on a profound physiological level. This leads to psychosomatic disorders, such as migraine headaches, intestinal problems, ulcers, asthma, or various allergies. Anger is not the whole cause of such disorders, of course, but it's a strong contributing factor. Self-hatred and unconscious anger are also central factors in neurotic disturbances--compulsions, obsessions, difficulties in all kinds of relationships. We punish ourselves for our anger. This can lead to serious depression--even suicide.

3. Anger is turned toward "socially acceptable" targets. People who hate "all Jews" or "all blacks" or "all Russians" or "all intellectuals" or "all rich people" have found an outlet for their repressed anger. Taught to believe that they must never have angry feelings for their own loved ones, they rationalize that it is right and necessary to attack groups of "troublemakers."

   No one is more vulnerable to racial, religious, and ethnic prejudices than someone raised to deny all anger. Nothing scares me more than a child who "yes ma'am's" me constantly and behaves like a polite automaton, for such a child may be a potential bigot.

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4. Repressed anger suddenly explodes into violence. Some people manage to keep their anger so deeply repressed that they are totally out of touch with this part of their nature. If you have feelings you don't know about, you can't handle them--and they remain a powder keg that can unexpectedly go off at any moment. Whenever a violent, senseless, awful crime is committed, it's usually a terrible shock to everyone who knows the person who did it.

   The most dangerous acts of violence come from those who are least aware of their own feelings of anger. Everyone feels angry from time to time, but some people seem to get much angrier than others. Reactions vary with individual temperament. One person gets steamed up about the most trivial frustrations, while another hardly seems rattled by constant irritants. Some people need a great many outlets for angry feelings; others do not. It is important for everyone to have an opportunity to talk about such feelings.

   Parents can often help a child get in touch with her or his anger by expressing their own feelings. "You made me very angry when you told me to shut up; that hurts my feelings and I don't like it," is a good beginning. It might be followed by "If you are angry with me, let's talk about it."

   We need to be honest with children about our anger toward them. We yell and punish children when they are angry, but how often do we stop ourselves when we are angry? A girl hits a playmate in anger and we spank her for being so "bad." A boy bites a cousin who tries to take a toy away and we bite him "just to show you how it feels." We stoop to the very techniques that make us so angry when displayed by children. Logic is surely absent--but we, too, are human and we behave quite irrationally at times. Children should understand that we don't admire such outbursts, wherever they come from; that there are far better ways of dealing with each other. We all should strive to improve--without wallowing in guilt when we fail. "I'm sorry I got so mad. That was a dumb thing I did, and I'll try not to do it again"--is a perfectly appropriate and civilized apology for being human!

   We are all born with a capacity for loving and hating, for compassion and selfishness. We need to experience both love and anger, learn how close they sometimes are, and learn to deal with this complexity. Anger seems to be a necessary instinct for survival--a response to being attacked or put in danger. It mobilizes the individual in one direction when his very "selfhood" is blocked, his growth frustrated. Whether it's a baby crying furiously because a pin is sticking him, a four-year-old angry because too many people are telling her how to behave, a young adult enraged by being mugged and beaten, or a sick old woman bitter about being treated like a "thing" in a nursing home, anger is a way of expressing the life force when a person's safety and identity are threatened. Anger is a reaction to dangers both within and without. If we treat it with respect, honor its fundamental integrity, and deal with it openly and courageously, we might begin to alleviate

Continued

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the inner anger that is so dangerous and focus our attention on the fact that consciously directed anger can be useful.

We should be angry at human suffering, at social injustice, at inequality, at poverty, at war, at bureaucracies that interfere with human needs and rights. Anger turned toward a fight for liberty and justice is what democracy needs for survival. It is a kind of anger that does not come from people who feel bad or evil or worthless; it comes from those who feel good about themselves, who have forgiven themselves for human weaknesses, and who can therefore feel compassion for others.

Source: Copyright 1978 E. LeShan. Originally appeared in Woman's Day magazine.

UNDERSTANDING ANGER

Individually rank each statement according to its importance (1 = most important; 9 = least important). Then divide into small groups and, through consensus rank each statement according to importance.

1. ______________ If I were adequately in control of myself, I would never experience anger.

2. ______________ Certain people make me angry more often than others.

3. ______________ Frustrations are caused by situations or other people.

4. ______________ Our skills for dealing with anger were learned in childhood.

5. ______________ I can eliminate my anger by never thinking such thoughts.

6. ______________ Women and men respond to anger differently.

7. ______________ In order to deal effectively with one's anger, we need to honestly explore the reasons for our feelings and responses.

8. ______________ When we do not like someone, it's because when we're with them we're reminded of some beliefs about ourselves that are uncomfortable for us.

9. ______________ Expressions of anger or frustration are really expressions of an unmet need.

Discussion Questions
- Where did our cultural attitudes about anger come from?
- How can we change what we say to ourselves when we observe situations that generate tension?
- What might be some survival reasons for blocking one's own awareness of anger?
- What might be some health-related results of blocking or denying one's anger?
- What might be some unmet needs that could compel a person to verbally attack another or demonstrate aggression?
- For some people, is there a correlation between an unmet need and the use of anger as a manipulation tool?

THINGS TO DO INSTEAD OF HITTING OR SCREAMING

1. THINK!
2. Take time to ask yourself what you want and/or need.
3. Rip up old newspapers, magazines, phone books, sheets, or rags and throw about.
4. Stomp out of the house and walk briskly, swinging your arms until anger dissolves. DO NOT LEAVE YOUNG CHILDREN ALONE.
5. Punch a beanbag chair, pillow, or punching bag.
6. Say "I'm going to scream for 'X' number of minutes." Then do it. Make angry sounds.
7. Open the linen closet door, whip the towels out, and throw them across the room.
8. Do the above with dirty laundry to avoid folding clean laundry again!
9. Go out and throw a basketball against the house.
10. Take a towel and beat on the bathtub with it.
11. Shout "I'm so angry!"
12. Count to 10 (or 20) in a loud angry voice.
13. Do an angry dance. (Don't forget your war whoop!)
14. Throw snowballs at a tree.
15. Whip marshmallows into the sink and yell a karate-type yell as you throw.
16. Take a shower or a hot bath to wash negative feelings away. (Scream in the shower...cry in the tub.)
17. Pile up pillows or inner tubes and smash them with a tennis racket, using your whole body. Keep knees bent.
18. Pound on a mattress.
19. Put a pillow up to the wall and hit it (saves broken hands and walls, but still gets the adrenalin out).
20. Strangle a pillow. Tell a pillow what an S.O.B. it is.
21. Kick into pillows piled against a wall.
22. Blow into a paper bag and then pop the bag.
23. Play angry notes on the piano.
24. Pull weeds with vigor, saying "I'm so mad" with each pull.
25. Take a bucket of water and a big brush. Pretend the water is paint and paint the car or house with huge brush strokes.
26. Throw rocks into a lake, river, or puddle. (Don't throw at people or things.)
27. Wrap your arms around yourself and give yourself a big hug.
28. Get old china at garage sales and save it to throw or break.
29. Keep an old doll to hit at instead of your child.
30. Throw velcro balls at a target.
31. Squeeze playdough or clay.
32. Wash a sinkful of dishes in hot (not scalding) water. Make lots of bubbles.
33. Turn on the radio or stereo and exercise anger (and pounds) away.
34. Call a friend or a crisis help line if none of the above work.
35. Make your own additions to the above list.
36. Remember, children need to find good ways to express their anger, so let them try some of the above or work out ways that they can acceptably show their anger.

Source: Parents Anonymous (Cleveland, OH)

ANGER MANAGEMENT PRINCIPLES

Principle 1: Develop a high sense of self-esteem.

Principle 2: Know where you stand on issues involving anger.

Ask yourself: Do I enjoy getting angry?
When I am angry, do I want to be in full control of my behavior?
If I want to be in full control, am I willing to spend the energy that is required to stay ahead of the action?
What do I think about explosive and impulsive acts when I'm angry?
When I get angry with people, how do I want to end up with them?
Where do I stand on sulking and pouting?
Am I willing to remain unaware of my anger sometimes?
What is my position with regard to short-term gains and long-term losses?
What is my position on hostility and hate?
Overall, what do I most want the outcome of my anger expression to be?

Principle 3: Stay in close touch with your feelings.

Daily ask yourself: When am I angry? With whom?
What was my response?
Why was I angry?
What did I wish to accomplish with my anger?
What strategy did I formulate?
Did I implement my plan?

Principle 4: Think in ways that put you in control of expressing your feelings of anger.

Delay your response to direct anger in a way that will handle the dilemma effectively. Focus on

Why am I angry?
What do I want from this encounter?
How can I get what I want?

Principle 5: Learn to forgive and empathize.

ALTERNATIVES TO "SHOULD'S"

Directions: For each "should" statement, give a positive self-talk statement free of guilt.

- I should have thought of that idea. ______________________________
  ____
- I should have made the beds this morning. ______________________________
  ____
- I ought to be more organized, then I'd be able to find things. ______________________________
  ____
- I must remember to make the dental appointments. ______________________________
  ____
- I have to get up and get myself going this Monday. ______________________________
  ____
- I have to say good-bye or I'll be late for work. ______________________________
  ____
- I ought to take more time for myself. ______________________________
  ____

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p.476.

ALTERNATIVES TO "SHOULDS"

Teacher Guidelines

Directions: For each should statement, give a positive self-talk statement free of guilt.

• I should have thought of that idea.	• I wish I had thought of that idea. I would like to take credit for it.
• I should have made the beds this morning.	• I wish I'd chosen to make the beds this morning. I am responsible for the standards in my home.
• I ought to be more organized, then I'd be able to find things.	• I prefer to be more organized. It would be to my advantage.
• I must remember to make the dental appointments.	• I want to remember to make the dental appointments. It will help me and others when I make this choice.
• I have to get up and get myself going this Monday.	• I choose to get myself going this Monday. I don't want to pay the penalty for putting things off.
• I have to say good-bye or I'll be late for work.	• I'm going to say good-bye because I choose not to be late. I do not want to pay the consequences of tardiness.
• I ought to take more time for myself.	• I wish I chose to take more time for myself. I accept the responsibility for my choices.

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p. 476.

DEFENSE MECHANISMS

Directions: For each defense mechanism below, give an example of a situation in which you saw or experienced the mechanism being used.

Definition	Example	Definition	Example
Repression--completely erasing event or circumstance from own awareness.		**Intellectualization**--hiding unacceptable feelings by inventing socially acceptable explanation.	
Projection--attributing own undesirable thought or action to someone else.		**Denial**--refusing to admit situation exists.	
Displacement--substituting another person or object for one that is actually the source.		**Withdrawal**--running away from source.	
Reaction formation--exaggerating the opposite extreme of behavior.		**Regression**--returning to an earlier, more childish form of behavior.	

SUMMARY OF
SELF-ACCOUNTABILITY
VERSUS
BLAME

Self-Accountability (Choice System)	Blame-Assigned Accountability (Change System)
Circle of Responsibility "What I can do something about; my direct ability to respond."	"What others should do something about. What I should do about others."
Circle of Influence "What I can indirectly do to influence the outcome."	"I assign to others accountability for my thoughts, feelings, and actions."
Characteristics	**Characteristics**
• Choice exists ("I choose to stay and face them.")	• Choice is absent ("I don't have any choice. I'm to blame or he's to blame.")
• Constantly changing ("I am here, I can start the salad.")	• Frequently fixed ("It's her job to fix the meals. She's to blame if it's not done.")
• Not transferable ("I am accountable for all my experiences.")	• Transferable ("I blame whoever seems to trigger my bad feelings.")
• Concrete here-and-now ("I can do something now to get what I want.")	• Abstract negative judgment ("God has given me a life of suffering.")
• Internally influenced by intelligence, by attention, by ability to process	• Internally influenced by need to change self and others
• Externally influenced by time, by distance (proximity), by strength	• Independent of external influences, including time, distance (proximity), strength

Source: G. Emery and J. Campbell, Rapid Relief from Emotional Distress

POSITIVE AND NEGATIVE SELF TALK

You can spend lots of personal time and energy by thinking negative thoughts and worrying. Or you can save lots of time and energy and feel good by thinking positive thoughts and not worrying! The following is a list of positive statements you can say to yourself:

POSITIVE STATEMENTS:
1. I can do it.

2. I'll be pleased with myself later.

3. What do I want from this situation?

4. I am in control of myself.

5. Anger will get me nowhere.

6. I am not going to waste a lot of energy being upset.

7. I am not going to jump to conclusions.

8. A difficult few minutes do not have to equal a bad day.

9. Making mistakes has nothing to do with my quality as a person.

10. At the end of the day I will be able to look back and say I did it.

11. It will be even easier next time.

12. The more often I try, the more often I will be successful.

The following is a list of negative statements that do nothing good for you. If you find yourself thinking these thoughts very often, you are wasting time and energy.

NEGATIVE STATEMENTS:
1. I can't do it.

2. What if I fail?

3. Maybe I'll just make things worse.

4. I'll just make a mess of things.

5. I'm just being selfish.

6. You can't teach an old dog new tricks.

7. If I leave it alone it will go away.

8. Why am I the only one doing all the work?

If these thoughts often trouble you, what can you say to yourself to drive negative thoughts away and to instill positive thoughts?

CHANGING SELF TALK

Directions: Listed below are four techniques for changing self talk. Examples of statements that demonstrate negative self talk are given for each technique. For each statement, change the self-talk statement to use the technique given.

Technique and Statements	Changed Statements
Nurturant Self Talk: This self talk bolsters and encourages self-confidence and self-esteem.	
1. I never get supper ready on time.	Ex: I haven't been able to get supper ready on time lately. But tonight's supper was good.
2. I'm a failure as a wife.	______________________________
3. I just can't cope with working and being a single parent too.	______________________________
Reality Check: This self talk brings what we say more into line with the reality of today's situation.	
1. I must not make a mistake.	______________________________
2. I really should clean house today.	______________________________
3. I must not waste any time this evening. I will have to read my magazine another day.	______________________________
Rephrasing: This self talk acknowledges our standard, but follows with a second standard that fits better for right now.	

Continued

Continued

1. I should make homemade cookies for my daughter's party. ______________________________

2. I should spend time with my mother today. ______________________________

3. I should show my new coworker how to operate the equipment today. ______________________________

Change Channels: This self talk enables you to switch and focus on other thoughts.

1. My list of things to do this evening includes... ______________________________

2. I have been at work for one hour and I am still thinking about this morning's argument! ______________________________

3. It's no wonder that I don't enjoy my weekends. My mind is still at work. ______________________________

LEVELS OF SELF TALK

Everything you tell yourself about yourself becomes a powerful directive for your subconscious mind, programming you to become the person you describe. Shad Helmstetter describes five levels of self talk, as follows:

LEVEL I - THE LEVEL THAT IS NEGATIVE SELF TALK

This self talk is counterproductive and self-defeating. It includes negative statements about yourself that then direct your subconscious mind to make you become that negative person.

Examples: "I can't remember names."
"I'm so clumsy."
"Everything I eat goes right to my waist."

LEVEL II - THE LEVEL THAT RECOGNIZES THE NEED TO CHANGE BUT GIVES NO SOLUTIONS

In this level of self talk, we recognize our need to change but create no solutions. It is characterized by words such as "I need to..." or "I ought to..." or "I should..."

Examples: "I really need to stop smoking."
"I've just got to lose weight."
"I really ought to take more time with the kids."

Anytime you use Level II self talk, the implied conclusion is negative: "I really need to stop smoking but I can't." This self talk creates guilt, disappointment, and an acceptance of our own self-imagined inadequacies.

LEVEL III - THE LEVEL OF DECISION TO CHANGE

This is the first level of self talk that works for you instead of against you. In this level, you recognize the need to change but you also make the decision to do something about it. You state the decision in the present tense.

Examples: "I never smoke."
"I no longer have a problem dealing with people at work."
"I no longer put off doing anything I want to get done."

Continued

Continued

In Level III, you begin to rephrase old negative "cannots" and to state behavior in a positive way that tells your subconscious mind to wake up, get moving, and make the change.

LEVEL IV - THE LEVEL OF THE BETTER YOU

This is a very effective kind of self talk to use. It is at this level that you are painting a completed, new picture of yourself, the way you really want to be. This is characterized by the words "I am ..."

Examples: "I am organized and in control of my life."
"I am a winner."
"I am healthy, energetic, and enthusiastic."
"I have a great memory. People are important to me and I am able to remember their names."

LEVEL V - THE LEVEL OF UNIVERSAL AFFIRMATION

This level of self talk has been spoken for thousands of years. It speaks of a unity of spirit, a divine affinity that transcends all worldly things and gives meaning to our being.

Examples: "I am one with the universe and it is one with me."

It is the language of those who have conquered their ties to life on earth and now choose to seek for something greater, a higher being.

Source: S. Helmstetter, What to Say When You Talk to Yourself (Scottsdale, AZ: Grindle Press, 1986)

SELF TALK

A. Situation:

B. Emotions: Specify the emotions you might be feeling. Give the emotions an intensity rating between 1 percent and 100 percent.

______________________________ ____________%
______________________________ ____________%
______________________________ ____________%

C. Automatic Thoughts: Write down some illogical sentences you might be saying to yourself. These sentences will probably contain some cognitive distortions.

1.

2.

3.

D. Cognitive Distortions: Which cognitive distortions are contained in the sentences in the Automatic Thoughts section above?

1.

2.

3.

E. Rational Responses: Write a rational response to counteract the cognitive distortion in each of your illogical sentences.

1.

2.

3.

F. Outcome: List the same emotions you named under the Emotions section above. Beside each emotion, rate the intensity level that you now feel after completing this exercise.

______________________________ ____________%
______________________________ ____________%
______________________________ ____________%

COGNITIVE DISTORTIONS

The following ten cognitive distortions contribute to negative emotions:

1. ALL-OR-NOTHING THINKING: You see things as being black or white. You see life as being either 0 or 10. To you life is either perfect or it is not worth living. You can't accept the reality that most of life is lived somewhere between 0 and 10.

2. OVERGENERALIZATION: You see a single negative event as a never-ending pattern of defeat.

3. MENTAL FILTER: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened...like a child on Christmas morning holding a great number of beautiful toys, yet crying all day because he can think only about the one toy he *didn't* get.

4. DISQUALIFYING THE POSITIVE: You reject positive experiences by insisting they "don't count" for some reason or an other. In this way, you can maintain a negative belief that is contradicted by your everyday experiences. You refuse to accept compliments.

5. JUMPING TO CONCLUSIONS: You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.

   a. *Mind reading*. You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out.

   b. *The Fortune-Teller Error*. You anticipate that things will turn out badly, and you feel convinced that your prediction is an already-established fact.

6. MAGNIFICATION (CATASTROPHIZING) OR MINIMIZATION: You exaggerate the importance of things (such as your goof or someone else's achievement) or you inappropriately shrink things until they appear tiny (your own desirable qualities or the other fellow's imperfections). This is also called the "binocular trick."

7. EMOTIONAL REASONING: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."

8. SHOULD STATEMENTS: You may use many statements containing words like "should," "shouldn't," "must," "ought," "have to." When these "absolutes" are used against oneself, the

Continued

Continued

emotional consequence is guilt. When you direct "should" statements toward others, you feel anger, frustration, and resentment.

9. LABELING AND MISLABELING: This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him: "He's a no-good louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

10. PERSONALIZATION: You see yourself as the cause of some negative external event that in fact you were not primarily responsible for. If something goes wrong, you blame yourself.

Source: D. Burns, Feeling Good: The New Mood Therapy, (New York: Morrow, 1980)

CONCERN: SELF-FORMATION

MODULE: WELLNESS

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

MOTIVATIONAL
ACTIVITY

1. Importance of Wellness

a. Complete the unfinished sentences.

(1) I believe wellness is...
(2) A person who is healthy is...
(3) You regain and maintain full health by...
(4) When you're not well, you're...
(5) Wellness includes all aspects of life, such as...

Discussion Questions
- Why is wellness important?
- What difference does an employee's wellness make to the employer?
- How can employers motivate employees to improve and maintain wellness?

b. Agree or disagree with the following statements:

(1) By observing my eating habits, one would think the four major food groups are chocolate, potato chips, Twinkies, and diet pop.
(2) The only time I jog is when I am out of cigarettes.
(3) Stress is inherited; you get it from your children.
(4) The only personal growth I have experienced is 15 pounds.

c. Individually, complete **"Ten Qualities of The Super-Well"** (p.150). In small groups, arrive at a group consensus on the ranking. Determine your rationale for the ranking.

Discussion Questions
- How does your wellness compare to what it should be?
- What can you do to improve your wellness?
- What can you do to encourage family members and friends to improve their wellness?

2. Wellness

a. Define wellness. List the major components of wellness, considering

(1) Preventive health care
(2) Proper nutrition
(3) Physical fitness
(4) Rest and relaxation
(5) Stress management
(6) Emotional well-being

Discussion Questions
- How does a zest for living fit into the definition of wellness?
- Are goals and purposes important in wellness? Why or why not?
- Where and how does spiritual aliveness fit into wellness?

c. Read **"The Six Dimensions of Wellness"** (p.151).

Discussion Questions
- How does this class incorporate the dimensions of wellness?
- How will your choices in each of these dimensions affect your wellness?
- What alternatives do you have to improving your wellness?
- How do your goals affect each dimension of wellness? Values? Situational factors? Environmental factors?

3. Preventive Health Care

a. Invite a doctor or a nurse to discuss preventive health-care measures.

b. Using resources, develop a chart of preventive health-care measures for male and/or female children, teenagers, young adults, adults, and older adults.

Discussion Questions
- How do health-care measures differ for each age group?
- How do health-care measures differ for men and women?
- Why should we be concerned about preventive health care for ourselves? our family? Society?

PROBLEM

4. Problems in Securing Preventive Health Care

a. In small groups, develop a list of problems in securing preventive health care, such as fear or lack of insurance or money. Using the practical reasoning process for each problem, identify situational factors, values, alternatives, and consequences. As a group, make a decision. Test the decision. What if everyone did it? Would you advise *your child to do it?*

5. Nutrition and Calories

a. Do "**Nutrition Scoreboard**" (p.153) and discuss the answers.

b. Do a food diary for 48 hours. Use a computer software program to determine your nutritional adequacy or compare your food diary to the Basic four categories and to the Recommended Dietary Allowances (RDA) chart. If your diet was lacking basic nutrients, revise it to be nutritionally adequate.

c. Compute the number of calories consumed and expended in a 24-hour period. Analyze the consequences if this pattern of eating is continued.

Discussion Questions
- What alternatives do you have?
- What effect will this pattern have on your health and well-being if continued?
- How will your health and well-being change if fewer calories are consumed? more calories consumed? more calories consumed and more expended?

d. Do "**Food and Exercise Balance**" (p.155).

6. Values and Food Choices

a. Finish the following sentences:

(1) When I think of food I...
(2) I think nutrition is...

Discussion Questions
- How do values affect our food choices?
- How would your food choices be affected if your values were just the opposite?
- How do our food choices affect our wellness? our health care?

7. Characteristics of Well-nourished Persons

a. Develop a group definition of a well-nourished and poorly-nourished person. Use resources to define characteristics.

b. Write a short response to the question: "Am I obligated to be well-nourished?" Share it with the group.

PROCESS SKILLS	CONCEPTS	STRATEGIES

PR

8. Personal Food Habits

a. As a group, develop a list of poor food habits. Consider

(1) Snacking on junk food
(2) Drinking soda pop
(3) Eating because you are angry or upset
(4) Eating heavy meals and not exercising
(5) Always eating rich desserts
(6) Not exercising
(7) Eating while watching television
(8) Eating fast
(9) Using extra sugar, catsup, or mayonnaise
(10) Eating hamburgers and french fries three times a week

Individually, rank the poor habits in terms of frequency (the first one being the one you are most likely to do).

b. Using the practical reasoning process, generate alternatives and consequences for your three worst food habits. Arrive at a decision. Decide and then test your decision. Complete a chart titled "What should I do to be well-nourished?"

ALTERNATIVE	CONSEQUENCE	DECISION	TEST	PLAN OF ACTION
a) Continue poor habit. b) Improve poor habit.			What if every-one did it? Would I advise my best friend to do this?	

Revise your response to the question asked at the beginning of the module: "Am I obligated to be well-nourished?"

Discussion Questions
- Did your response change?
- In what ways did your response change?
- Do you have factual reasons to support your decision?

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

PR

9. Family Food Habits

a. Using the practical reasoning process, determine what you should do if your family is not interested in good nutrition. Brainstorm alternatives. Carefully think through the consequences. Create a way to overcome the consequences.

10. Health Problems May Affect Food Needs

a. Consider the following situation:

(1) The Gibson family is a multigeneration family whose members have decided to live together. They are at the supermarket trying to decide what to buy for next week's meals. The family members include

- (a) Mike, the typical 14-year-old athlete, will eat anything, but especially likes junk food.
- (b) Sara--independent, responsible, and a diabetic--has assumed the task of packing and purchasing her insulin and medication. For a 16-year-old, Sara will need usual self-control to pass up all the delicious foods encountered.
- (c) Beth Anne, a never-married mother of 15-month-old Derek, is expecting a new baby in eight months.
- (d) Grandma Gibson has been slipping her brand-new dentures out more and more. She just adjusted to a low-carbohydrate diet and the doctor indicates that a soft diet is in the future. She thinks her face looks pinched due to her new dentures.
- (e) Robert Gibson, who is 55 years old, works the night shift at a local factory. He hopes his blood pressure stays under control.
- (f) Marilyn Gibson is 50 pounds overweight but energetic and optimistic. She has set a goal to lose at least 30 pounds.

Discussion Questions
- What are the problems the Gibson family is experiencing?
- What choices does each individual have?
- What are the situational factors, values, and goals playing a significant role in the Gibson family's nutritional decisions?
- What are the alternatives facing the family?
- What are the consequences of each alternative?

11. Problems in

a. In small groups, develop a list of problems in securing an adequate

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Securing an Adequate Diet	diet, such as scheduling difficulties, limited resources, dietary needs and media influences. Use the practical reasoning process for each problem. Identify situational factors, values, alternatives, and consequences. Make a decision and test it. What if everyone did it? Would you advise your child to do it?
	12. Exercise	a. Invite an exercise specialist to discuss appropriate exercises for individuals and ways to develop an exercise plan. b. Visit an exercise fitness center demonstrating exercise routines and activities. c. Individually develop an exercise plan. d. Do **"Stretching Techniques"** (p.156).
	13. Leisure Time	a. Define leisure. Share what you do with leisure time. b. In pairs, talk about your hobbies for three minutes each. When you have finished talking, have your partner tell you, from what she or he heard, the importance of the hobby. Repeat the process with the other person. c. Complete and analyze **"Leisure-Life Survey"** (p.157). **Discussion Questions** •How do your values, goals, and situational factors affect your use of leisure? •What would life be like without any leisure? •What are the effects of leisure in our life?
	14. Relaxation	a. Compare and/or contrast leisure and relaxation. Make a model identifying unique and common characteristics of leisure and relaxation. b. Develop a list of ways to relax and distribute the list to members of the group. c. Do **"Relaxation Techniques"** (p.158).

15. Sleep

a. Compute the average number of hours of sleep you obtain per night. Compare the average to the recommended average. Discuss how to get the appropriate sleep for your body.

16. Stressors

a. Do "Stress Ranking Cards" (p. 160). Then pull out the cards describing situations that group members have experienced during the past year.

Discussion Questions
- Why have your top three choices had the greatest impact on your life?
- Why do the bottom three choices have the least impact on your life?
- How would your rankings have differed two years ago? Five years from now?

b. Complete a worksheet listing causes of stress under categories such as relationships at home, work, church, and with friends; household and time management problems; physical problems; financial concerns; and recognition from others.

c. Identify personal and societal stressors throughout the life cycle. Relate personal experiences that have caused you to feel stressed. Describe stressful feelings. Discuss societal stressors, such as noise, pollution, crime, political situation, economic conditions, morals, and racial issues.

Discussion Questions
- What causes stress in your life?
- How have stresses in your life changed over time?
- What kind of stressors would you experience if you were a company president? A rich widow? A teenager? Living in another country?

17. Symptoms of Stress

a. Using resources, brainstorm physical and psychological symptoms of stress.

Discussion Questions
- What symptoms do you experience when under stress?
- Are your stress symptoms more physical or psychological?

18. Levels

a. Complete "How Vulnerable Are You To Stress?" (p. 161). Discuss how

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

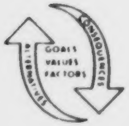
of Stress

personality, events, and conditions affect your stress level. Assess your personal level of stress.

19. Stress Reduction

a. Do relaxation techniques to demonstrate a method of alleviating stressful feelings.

b. In pairs, develop a list of stressful situations and determine alternative ways of dealing with them.



c. Discuss the possibly stressful situations described below. Develop choices that could lead to consequences identified on chart.

(1) A grandparent comes to live with a family.
(2) A mother begins going to school three nights a week.
(3) A father loses his job.
(4) A parent gets a better job in a new company.
(5) A single parent returns to work.
(6) An employee gets a new boss.
(7) A high school student gets a driver's license and a new car.
(8) The company notifies its employees that there will be layoffs next month.

	Consequences		
Situation	Greater Stress	Minimize Stress	Lead to Personal Growth
Grandparent comes to live with family.	Additional chores and care	More help with household chores	Individuals analyze household responsibilities of each family member; develop a plan of action for household chores, involving all family members.

d. Brainstorm common stressful situations. Describe solutions to the stress situations, using the following coping strategies:

(1) Problem solving
(2) Reassessing the situation
(3) Reducing or avoiding the physical effects

Discussion Questions

- Which of these coping strategies works best?
- Which of these coping strategies would you use?
- What are the advantages and disadvantages of each coping strategy?
- What are the consequences of each coping strategy?
- Should a person use just one coping strategy, a combination of strategies, or different ones for different situations? Why or why not?

e. Individually and then as a group, list styles of coping with stress. Place the coping styles on a continuum. Illustrate the styles with examples. Explain why styles are placed where they are on the continuum.

Violence ---------------------------------- Highly Productive Life

PR

f. Complete "**Stress**" (p.163). Using practical reasoning, determine what you should do about stress in your life. Determine alternatives and consequences in relation to wellness. Use decision tests.

20. Emotional Well-being

a. Define emotional well-being. Share individual descriptions of an individual who has a high emotional well-being. From the descriptions, develop a list of characteristics of emotional well-being.

b. According to Gail Sheehy, author of Pathfinders, the following self-descriptions are linked to emotional well-being. React to each self-description.

(1) My life has meaning and direction.
(2) I have experienced one or more important transitions in my adult years, and I have handled these transitions in an unusual, personal, or creative way.
(3) I rarely feel cheated or disappointed by life.
(4) I have already attained several of the long-term goals that are important to me.
(5) I am pleased with my personal growth and development.
(6) I am in love; my partner and I love mutually.
(7) I have many friends.
(8) I am a cheerful person.
(9) I am not thin-skinned or sensitive to criticism.
(10) I have no major fears.

PROCESS SKILLS | CONCEPTS | STRATEGIES

Discussion Questions

- How do you assess your emotional well-being in relation to these self-descriptors?
- Why is emotional well-being important?
- How does emotional well-being affect your feelings about yourself? Your work? Your family life?
- What will happen if you do not have a high level of emotional well-being?
- How can you improve your emotional well-being?
- What are the consequences of improving your emotional well-being?

c. Develop a personal list of affirmations for self responsibility in emotional well-being.

(1) I accept that my choice of lifestyle will directly affect my well-being.
(2) I adapt wellness principles to help me maintain a high level of wellness for myself.
(3) I desire wellness and happiness.
(4) I have a purpose in life that helps me have a high level of wellness.
(5) I have a good self-concept which helps me maintain wellness.
(6) I take time to think about and choose my own convictions.
(7) I make decisions that are based not on emotions, but on my present state of wellness.

21. Wellness Through a Healthy Life-style

a. Analyze life-styles of contemporary successful person(s). Explore positive and negative effects of that life-style. Evaluate the consequences for the person(s) life and general wellness.

b. Using practical reasoning, determine what Lynne should do to obtain wellness through a healthy life-style.

Lynne is busy. She has family and work obligations that leave her little free time. She grabs a piece of toast on her way out the door in the morning, skips lunch, and fixes a quick dinner each evening. She snacks a lot and smokes. At her job, she sits all day and does not exercise regularly. Lynne falls exhausted into bed each night. Lately, she has been difficult to get along with and hasn't seen her friends. Lynne is frustrated and feels like she is constantly on the run.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		c. Review "**Preventive Maintenance**" (p.164). Complete "**Checking Your Health**" (p.165). Analyze your strengths and weaknesses regarding wellness. **Discussion Questions** •What parts of your wellness are you satisfied with? Dissatisfied with? •What can you do to strengthen your wellness? •What difference does your wellness make to others?
PR		d. Using "**You Can**" (p.167), develop a personal wellness plan by listing a behavior that needs changing for each component. Use practical reasoning to determine the behaviors to change.

TEN QUALITIES OF THE SUPER-WELL

Rank the ten items in order of importance as you believe them to be in your own life. (most important = 1; least important = 10)

To be super-well, one needs to be

______ Deeply committed to a cause outside oneself.

______ Physically able to do whatever one wants with intensity and great energy--seldom sick.

______ A caring and loving person on whom others lean in a crisis.

______ In tune with the spiritual--having a clear sense of purpose and direction.

______ Intellectually sharp, able to handle information; possessing an over-curious mind and a good sense of humor.

______ Well-organized and able to accomplish great quantities of work.

______ Able to live in and enjoy the present, rather than focusing on the past or looking toward the future.

______ Comfortable with experiencing the full range of human emotions.

______ Accepting of one's limitations, handicaps, and mistakes.

______ Able and willing to take charge of one's life, to practice positive self-care, and to be assertive when necessary.

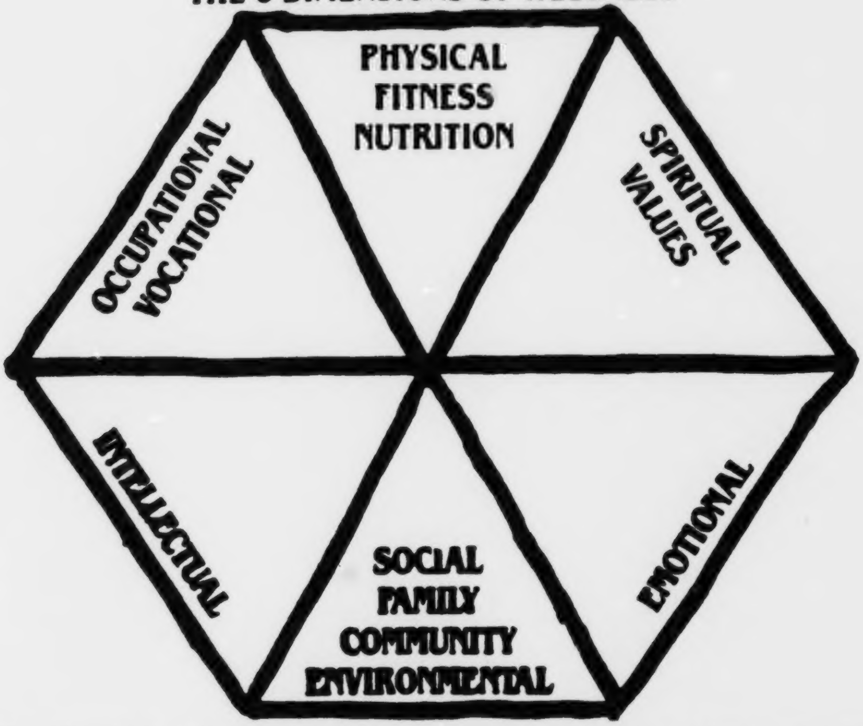
Source: Adapted from: Structured Exercises in Wellness Promotion, Vol 1, Nancy Loving Tubesing and Donald A Tubesing, Editors, Whole Person Press, P.O. Box 3151, Duluth, MN 55803.

THE SIX DIMENSIONS OF WELLNESS

By Bill Hettler

Wellness is an active process through which you become aware of and make choices that you hope will lead to a more fulfilling, more successful, more well life. As such, wellness is an approach that emphasizes the whole person not just the biological organism.

There are six dimensions of wellness. No one dimension is more important than the others. They are each vital components of the whole. See the illustration. The choices that you make to improve your wellness score lie within one or more of the illustrated areas.


THE 6 DIMENSIONS OF WELLNESS

- **The physical dimension** measures the degree to which you maintain cardiovascular flexibility and strength. It also measures the behaviors that help you prevent or detect early illnesses and the degree to which you choose nutritious foods.
- **The social dimension** measures the degree to which you contribute to the common welfare of the community. It is a reflection of the interdependence you feel with others and with nature.
- **The emotional dimension** measures your awareness and acceptance of your own feelings. This includes the degree to which you feel positive and enthusiastic about yourself and life. It also measures your ability to appropriately control your feelings and to assess your limitations.
- **The intellectual dimension** measures the degree to which you engage in creative, stimulating mental activities. An intellectually well person uses available resources to expand his or her knowledge and to share that knowledge with others.
- **The occupational dimension** measures the satisfaction you gain from your work and the degree to which you are enriched by your work.
- **The spiritual dimension** measures your ongoing involvement in seeking the meaning of and purpose in human existence. It includes a deep

Continued

Continued

appreciation for the depth and expansion of life and the natural forces that exist in the universe.

These six dimensions are also life-style indicators. Few people would argue that the way we lead our lives influences our health and well-being. In fact more than 50 percent of the deaths in the United States are a direct result of the life-style choices people have made. Genetic makeup, the environment, and the inadequacies in the health care system are each far less significant. What is clearly indicated is a wellness approach to living, an approach that pursues optimal well-being.

Health and wellness can be plotted on a continuum. At one end there is premature death, at the other end total wellness. The traditional approach to health care addresses primary disabilities and symptoms in an attempt to bring the patient back to the midpoint on the continuum--a point of no illness.

This is not to say that traditional medicine does not perform a valuable service; it does. However, traditional medicine cannot move you past the midpoint on the wellness continuum. Total wellness can only be achieved if you assume personal responsibility for your actions and for the choices you make within the physical, social, emotional, intellectual, occupational, and spiritual dimensions of your life. This is a positive approach that allows you to start wherever you are on the continuum now and move on your own initiative toward optimal well-being. This progression can be achieved through education, increased personal awareness of your behaviors, value and attitude clarification, self-actualization, and finally through changes in life-style.

Source: B. Hettler, "The Six Dimensions of Wellness," Forum (J.C. Penney Co., March 1984)

NUTRITION SCOREBOARD

Directions: Answer each question in the scoreboard to the left.

TRUE	FALSE	I AM NOT SURE	
			1. The kinds and amounts of food that we eat each day affect how we look and feel, as well as how healthy we are.
			2. Even if we eat many healthful foods each day, taking extra vitamin pills would make us more healthy.
			3. Calories from candy and doughnuts are more likely to make us gain weight than the same number of calories from apples and lettuce.
			4. Many lower-cost foods can be just as nutritious (healthful) as ones that cost more.
			5. We can eat snack foods that will improve our diet.
			6. The way we store and cook our food can make a difference in how nutritious it is.
			7. Athletes need more protein than nonathletes.
			8. Eating in the morning is not too important as long as we eat healthful foods later in the day.
			9. When our bodies are growing, we need more protein, vitamins, minerals, and energy foods for our size than we will after we stop growing.
			10. Reading nutrition labels on food packages can help us choose more nutritious foods for the money we spend.

Source: What to Do Regarding Feeding and Nourishing the Family, Ohio Department of Education (Columbus, OH: 1983), p. 7-8.

ANSWERS TO NUTRITION SCOREBOARD

1. TRUE Eating enough (but not too much) of many different nutritious foods can help us look and feel good.

2. FALSE If we are healthy, eating a nutritious diet each day should give us all the vitamins, minerals, and protein we need without taking vitamins or other pills. Too much of some vitamins can be harmful.

3. FALSE A calorie (a unit of heat energy) from one food is the same as a calorie from another food. Some foods do contain more calories per ounce, but a calorie is a calorie, wherever we find it.

4. TRUE Cost is not related to how nutritious a food is. Choosing foods carefully for the nutrients they provide can help us stretch our food dollars. (Nutrients are substances our bodies must have, like protein, vitamins, minerals, and water.)

5. TRUE Snacks are often "empty calorie" foods, which have few if any nutrients except energy value. We can choose snacks that are both healthful and fun to eat.

6. TRUE If we store food a long time, it usually will be less nutritious. Heat, air, light, or long cooking can destroy some nutrients.

7. FALSE Many people believe this is true, but unless an athlete is developing new muscles, he or she does not need any extra protein. Extra calories will be needed to supply the additional energy athletes need, but eating extra protein is an expensive way to get more calories.

8. FALSE Studies show that not eating in the morning often causes more accidents, less learning, and poorer working due to the very long time without food.

9. TRUE Babies, children, teens, and pregnant women all need more nutrients for their size because they are growing.

10. TRUE Reading nutrition labels, which are on some food packages, can help us compare nutrients in different foods.

FOOD AND EXERCISE BALANCE

Directions: List seven foods you ate yesterday and the number of calories in each in the Food column on the chart below. Using the calorie Table calculate the number of minutes it would take you to burn off each food's calories for each given activity. Divide the food calories by the number of calories per minute.

CALORIC TABLE
(number of calories per minute required to:)

Lie down	1.2	Play tennis	5.8
Study	1.5	Swim	6.8
Bicycle (5 1/2 m.p.h.)	3.4	Play basketball	7.3
Walk	4.2	Run (9 minute miles)	10.2
Dance	5.5		

List seven foods you ate yesterday.
Calculate the following: (Divide the calories by number of calories per minute.)

MINUTES OF ACTIVITY NEEDED TO BURN CALORIES

FOOD	LIE DOWN	STUDY	BICYCLE	WALK	DANCE	PLAY TENNIS	SWIM	PLAY BASKET-BALL	RUN
Cheeseburger (307 calories)	256	205	90	73	56	53	45	43	30

Source: What to Do Regarding Feeding and Nourishing the Family, Ohio Department of Education (Columbus, OH: 1983) p. 66

STRETCHING TECHNIQUES

When you stretch, do so gently. Then hold briefly and let go. Also, while doing all of these stretches, let your jaw hang slack and keep breathing easily.

A word of caution to those of you who have neck or back problems: **Follow your doctor's orders in using or modifying stretching techniques.**

Arms Up and Back
Put your arms up over your head and interlace your fingers. Now turn your palms toward the ceiling. Then push up toward the ceiling and push your arms, shoulders, and upper back.

Arm Pull
This can be done either sitting or standing. Stretch your right arm up over your head, then reach down toward your left shoulder. With your left hand, grasp your right elbow and gently pull your right arm down. Hold. Reverse.

Sitting Side Bender
Interlace your fingers behind your neck so both elbows are sticking out to the side. Gently lean to the left, then back to the right. Do this three or four times, feeling your neck, sides, and lower back stretch.

Squat
Stand with your feet about a shoulder width apart, toes pointed out slightly. Now, while keeping your heels on the ground, bend your knees, and squat. If you have difficulty holding the position, grab onto something in front of you. Hold for a few seconds. Good for the lower back, ankles, and Achilles tendons.

Arms Behind the Back
While standing with feet about a shoulder width apart, reach behind your back and interlace your fingers. Now gently raise your arms (while keeping hands locked together) until you feel your arms and upper back stretch. A variation: With your fingers interlaced behind you, turn your hands so the palms are facing down, and straighten out your arms. Feel your upper back and arms stretch.

Source: Unknown

LEISURE--LIFE SURVEY

DIRECTIONS: Leisure time interests develop over most of our lives. Some of the ways you like to spend your leisure time are ways you have enjoyed since early childhood. Other leisure time interests have been more recently developed. In this activity, you are going to begin by listing as many of your leisure time interests as you can. The object of the activity is to work quickly, not stopping to analyze each entry at this time.

MY LEISURE TIME INTERESTS	Check off those in which you use skill or ability. List the skill or ability	Check off those you enjoy doing alone.	Check off those you enjoy doing with other people.	Check off those you would have listed three years ago.	Rank order your five favorite leisure interests.
Cutting wood	Understand size Use equipment				
Swimming	Dive well				

Source: P. Duffy, BICEP (Hyannis, MA: Barnstable Public Schools, 1983), p. 171.

SPECIALIZED RELAXATION STRATEGIES

Cool Air In, Warm Air Out
With your eyes closed, shift your attention to the tip of your nose. As you breathe in, be aware of the air coming in through your nostrils. As you breathe out, be aware of the sensation of air passing back out. Notice that the air coming in tends to be cool and the air you breathe out tends to be warm. Just remember: cool air in, warm air out.

Warm Hands
Visualize your hands as warm and relaxed. You might imagine them in a bucket of warm water, near a fire or in warm, woolly gloves. Perhaps you can even begin to feel the blood flowing down your arms into your hands.

Breathing Tensions Away
As you take in a slow, deep breath, gently focus attention on your feet and legs. Imagine you are collecting all the tensions in your feet and legs while releasing your breath expel these tensions from your body. Now move your attention to your trunk, hands, and arms. Imagine that you are collecting all of these tensions in your trunk, your hands, and your arms. Expel. With a third breath, collect and expel all of the tensions in your shoulders, your neck, and your head.

Equalized Breathing
Take four seconds to breathe in and four seconds to breathe out. As you inhale, count "1 one thousand, 2 one thousand, 3 one thousand, 4 one thousand." Do the same as you exhale. Repeat the inhale-exhale process four or five times.

Abdominal (Diaphragmatic) Breathing
Put one hand on your chest and the other hand on your navel. Now breathe so that only the hand on your navel moves--as you breathe in, the hand moves out and it moves in as you in as you exhale. The upper hand on your chest does not move.

Ideal Relaxation
With your eyes closed, take a moment to create, in your mind's eye, an ideal spot for relaxation. You can make it any place, real or imagined...the beach, the mountains, a tropical island. See yourself there in comfortable clothes. Now, once you have created that spot, go back there for 15 seconds or so, whenever you feel the need to relax.

TOTAL RELAXATION TECHNIQUE #1
THE BLUE SKY

Picture a beautiful blue sky without any clouds in it. As you picture the clear blue sky, feel that your body is growing lighter. Close your eyes and keep the image of the blue sky in your mind. There are no limits to the blue sky. It stretches endlessly in every direction, never beginning and never ending. As you visualize the blue sky, feel that your body has become so light that you have floated up into the clear blue sky. Feel that you are floating in the sky and that all tension, fatigue, worry, and problems have left you. Relax your mind and allow your breathing to seek its own level. Feel yourself floating gently in the clear blue sky, which stretches endlessly in every direction, never beginning and never ending.

Continued

Continued

After several minutes have passed and you feel yourself relaxing, then picture that your entire body is merging with the blue sky. Your body is merging with the peace of the blue sky...Your mind is merging with the tranquillity of the blue sky...Feel that you have actually become the blue sky. You no longer have a body or a mind. You have become the infinite blue sky that stretches endlessly in every direction, never beginning and never ending. Feel that you have become the perfect peace and tranquillity of the blue sky. Completely let go and experience total relaxation.

When you feel that you have relaxed for as long as you like, then open your eyes. You will now have a new, deeper sense of peace, relaxation, and poise. This renewed energy, joy, and calm will stay with you as you resume your normal activities.

TOTAL RELAXATION TECHNIQUE #2
THE OCEAN

Imagine a vast ocean. The ocean is filled with hundreds and thousands of waves. Feel that you are part of that ocean. Imagine that each wave in the ocean is slowly moving through you. Feel that each wave is a wave of joy. Imagine wave after wave of joy passing though your whole body. As each wave passes through your body, feel that all worries, tensions, anxieties, and problems are being washed away. For several minutes, imagine wave after wave of joy passing through you. Feel that each wave of joy that passes through you increases the amount of joy that you now have, until you feel that you have become all joy. Nothing exists for you except limitless, boundless joy.

Now imagine that you are going beneath the surface of the ocean. The surface of the ocean is filled with many waves, but below the surface, in the depths, all is calm, silent, and serene. Imagine yourself sinking slowly into the depths of the ocean. Here there is only calmness, quiet, and tranquillity. As you imagine yourself going deeper and deeper into the depths of the ocean, feel that peace is entering into you. Feel that the deeper you go into the inner ocean, the more peaceful and calm you become. Feel that there is no end to the depths of this ocean. It goes on endlessly. Imagine yourself sinking deeper and deeper into the endless ocean, feeling more peace and more tranquillity filling your entire being until you have become all peace, and all tranquillity.

Source: Unknown.

STRESS RANKING CARDS

Directions: Cut apart the "cards" below, which describe various situations. Arrange the cards in order, starting with the situation that causes the most stress and ending with the one that causes the least stress.

Being unemployed

Parental illness

Alcoholic family member

Child's severe illness

Pregnancy

Lack of money

Being fired from job

Destruction of home by tornado, fire, or flood

Grandparents living with you

Child's temporary illness

Lack of adequate child care

Automobile totaled in an accident

Moving into a new community

Runaway child

Trouble at work

Being overweight or underweight

Sexual problems

Death of a close family member

Death of a close friend

Outstanding personal achievement

Lack of friends

Remarriage

Argument with boss

Divorce

Going back to school

Personal illness or injury

Trouble with boy/girl friend

Looking for a job

HOW VULNERABLE ARE YOU TO STRESS?

In a modern society, most of us can't avoid stress. But we can learn to behave in ways that lessen its effects. Researchers have identified a number of factors that affect one's vulnerability to stress--among them eating and sleeping habits, caffeine and alcohol intake, and manner of expressing emotions. The following questionnaire, developed by psychologists Lyle H. Miller and Alma Dell Smith of Boston University Medical Center, is designed to help you discover your vulnerability quotient and to pinpoint trouble spots. Rate each item from 1 (almost always) to 5 (never), according to how much of the time the statement is true of you. Be sure to mark each item, even if it seems not to apply to you--for example, if you don't smoke, check off 1 next to item 6.

1 2 3 4 5 1. I eat at least one hot, balanced meal a day.

1 2 3 4 5 2. I get seven to eight hours of sleep at least four nights a week.

1 2 3 4 5 3. I give and receive affection regularly.

1 2 3 4 5 4. I have at least one relative within 50 miles on whom I can rely.

1 2 3 4 5 5. I exercise to the point of perspiration at least twice a week.

1 2 3 4 5 6. I limit myself to less than half a pack of cigarettes a day.

1 2 3 4 5 7. I take fewer than five alcoholic drinks a week.

1 2 3 4 5 8. I am the appropriate weight for my height.

1 2 3 4 5 9. I have an income adequate to meet basic expenses.

1 2 3 4 5 10. I get strength from my religious beliefs.

1 2 3 4 5 11. I regularly attend club or social activities.

1 2 3 4 5 12. I have a network of friends and acquaintances.

1 2 3 4 5 13. I have one or more friends to confide in about personal matters.

1 2 3 4 5 14. I am in good health (including eyesight, hearing, teeth)

Continued

Continued

1 2 3 4 5 15. I am able to speak openly about my feelings when angry or worried.

1 2 3 4 5 16. I have regular conversations with the people I live with about domestic problems — for example, chores and money.

1 2 3 4 5 17. I do something for fun at least once a week.

1 2 3 4 5 18. I am able to organize my time effectively.

1 2 3 4 5 19. I drink fewer than three cups of coffee (or other caffeine-rich drinks) a day.

1 2 3 4 5 20. I take some quiet time for myself during the day.

To get your score, add up the figures and subtract 20. A score below 10 indicates excellent resistance to stress. A score over 30 indicates some vulnerability to stress; you are seriously vulnerable if your score is over 50.

You can make yourself less vulnerable by reviewing the items on which you scored 3 or higher and trying to modify them. Notice that nearly all of the items describe situations and behaviors over which you have a great deal of control. Concentrate first on those that are easiest to change—for example, eating a hot, balanced meal daily and having fun at least once a week—before tackling those that seem more difficult.

Source: Unknown

STRESS

I. Definition:

Stress is a condition or situation that imposes demands for adjustment; it is the nonspecific response of the body to any demand. Stress is the mind's message for the organism to adjust. Stress is a normal state and may be pleasant (eustress) or unpleasant (distress); one can suffer from much stress (hyperstress) or too little stress (hypostress).

Your own nouns or adjectives defining and describing stress:

II. Symptoms:

A. Negative feelings
B. Physical signs
C. Changes reaction pattern
  1. Inability to concentrate
  2. Increased desire to move about

Personal Symptoms:

III. Stressors:

A stressor is the agent producing stress or the source of stress. Stress comes from two basic forces: (1) physical activity and (2) mental or emotional activity.

A. Too many goals, wrong goals, or confusion about goals
B. Lack of adaptability
C. Lack of personal control and effectiveness
D. Job conflict or role ambiguity
E. Work overload or underload (quantitative or qualitative)
F. Cold, heat, and other health factors

Personal Stressors:

IV. Strategies for Coping:

A. Confront the stress
B. Be realistic - get rid of the pretending in your life
C. Understand the relationship between your frustrations and your anger.
D. Exercise, proper diet, and rest
E. Biofeedback
F. Meditation or relaxation
G. Laughter or music
H. Share draw support from groups
I. Take time for self
J. Plan your life; maintain balance
K. Have confidence, hope, and or positive attitude

Your own coping strategies:

PREVENTIVE MAINTENANCE

BUILDINGS, EQUIPMENT, MACHINERY	PEOPLE
• Lubrication, checking, cleaning, and tuning of equipment	• Exercise, checkups, personal hygiene
• Repairs, replacement of defective parts, painting	• Flexibility, strength, and fitness training to rebuild body parts
• Proper balance of energy, fuel, mixtures, and supplies	• Maintenance of balanced diet, relaxation, rest, and sleep
• Careful care and monitoring of older equipment	• Special attention to needs of older persons
• Manager-operator responsibility for equipment	• Responsibility for health and well-being
• Manager-operator awareness of cost of breakdowns or failure	• Personal awareness of risks and costs of illness and injury
• Manager-operator training to diagnose symptoms (vibrations, frictions) before equipment failure	• Personal awareness and understanding of stress symptoms (tension, irritability, anxiety) and knowledge of how to develop plan of action
• Preventive maintenance saves money and time, and adds years to life of equipment.	• Health maintenance and stress management takes time, but reduces pain and costs and adds years to life.

CHECKING YOUR HEALTH

Directions: Answer each question by checking the box to the right that is most appropriate.

	Yes	No	Doesn't Apply
Fitness			
1. My resting pulse is 60 or less.			
2. I often avoid using escalators and elevators.			
3. I bike or swim or exercise vigorously at least one hour per day three or more times per week.			
4. My daily activities include moderate physical effort, such as gardening, rearing young children, or being on my feet.			
5. My daily activities include vigorous physical effort, such as heavy construction work, farming, or moving heavy things.			
6. I run at least one mile twice a week, or do the equivalent.			
7. I participate in a strenuous sport at least once a week.			
8. I do yoga or some type of stretching exercise for 15-20 minutes at least twice per week.			
Personal Habits			
1. I have an updated immunization record.			
2. My appetite is good.			
3. I rarely use medications.			
4. I smoke less than one pack of cigarettes per week.			
5. I drink less than two alcoholic drinks per week.			
6. I minimize extra salt intake.			
7. I drink fewer than five soft drinks per week.			
8. I have a yearly exam by a physician.			
9. I eat fruits and vegetables fresh and uncooked.			
10. I try to eat lots of small meals rather than two or three large ones.			
11. I know that fiber is important in my diet and eat sources of fiber.			
12. I drink enough water to keep my urine light yellow.			
13. I eat a diet that does not require supplements.			
14. My weight is within 15% of my recommended weight.			
15. I minimize refined foods in my diet.			
16. I brush and floss my teeth every day.			

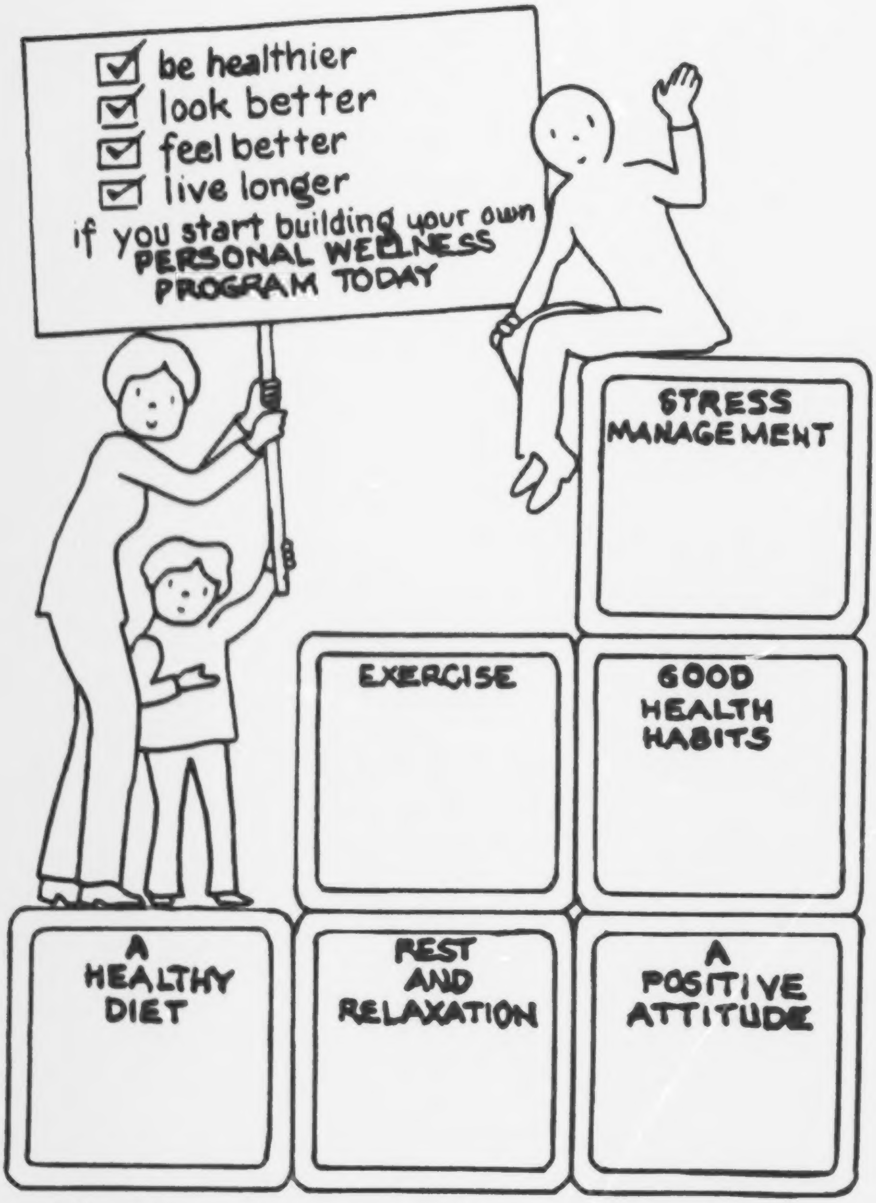
Continued

Continued

	Yes	No	Doesn't Apply
Feelings and Emotions			
1. I trust and value my own judgment.			
2. When I make mistakes, I usually admit them and learn from them.			
3. Although I value my own opinion, I can appreciate the views of others.			
4. I usually know how I create my feelings.			
5. I can recognize and accept my feelings of mad, sad, glad, and frightened.			
6. I know how to deal with my feelings.			
7. I can set limits for myself and stick to them.			
8. I can say no without feeling guilty.			
9. I think it is okay to cry.			
10. I try to accept constructive criticism.			
11. I enjoy life.			
12. I find it easy to laugh.			
13. I enjoy my family.			
14. I am able to give and receive love.			
15. I can accept the responsibility for my actions.			
16. I can set realistic goals for myself.			
17. I can make and maintain friendships.			
Rest and Relaxation			
1. I enjoy my spare time.			
2. I usually have plenty of energy.			
3. I fall asleep easily.			
4. I can usually go right back to sleep if awakened.			
5. I usually meet my need for sleep.			
6. I rarely bite or pick my nails or fingers.			
7. I have no money problems.			
8. I know how to relax my body and mind without drugs.			
9. I recognize and meet my sexual needs. (There are many ways of meeting sexual needs, including art, religion, athletics, music, and sexual activity.)			
10. I have made conscious decisions about my sexual activity, based on personal and spiritual values.			

Source: S. Gajda, People Returning to Work (Mercer, PA: Mercer County Area Vocational School), pp. 21-22.

YOU CAN


☑ be healthier
☑ look better
☑ feel better
☑ live longer
if you start building your own
PERSONAL WELLNESS
PROGRAM TODAY
STRESS MANAGEMENT
EXERCISE
GOOD HEALTH HABITS
A HEALTHY DIET
REST AND RELAXATION
A POSITIVE ATTITUDE

Nothing is more important than

YOUR WELLNESS

CONCERN: CHANGE AND TRANSITION

MODULE: FAMILY LIFESTYLES AND CRISES

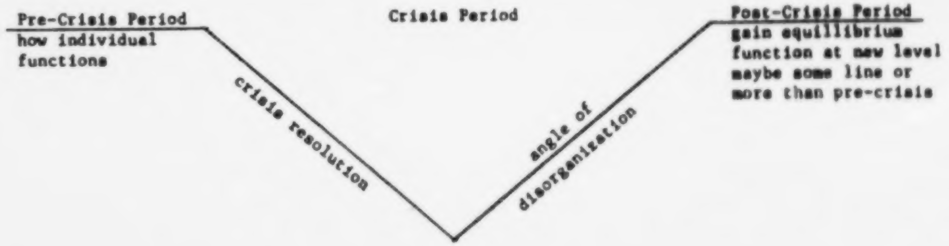
FACT 1.21

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Types of Family Structures	a. Share a brief answer to each question with a group member. (1) What do you see yourself doing in the next five years? (2) What do you think will be your family situation? (3) What do you think will be your employment situation? (4) Where do you think you will be living? (5) Will all of these answers be completely different in ten years? b. Analyze types of family structures according to their strengths and weaknesses regarding family economics, role expectations, and childbearing. Consider (1) Dual-career couple (2) Single parent (3) Widowed parent of two teens (4) Extended family (5) Single (6) Nuclear family c. Determine the types of family structures described in each of the TV shows below. (1) Brady Bunch (blended family) (2) Bill Cosby Show (dual-career couple) (3) Family Ties (dual-career couple) (4) Bachelor Father (single parent) (5) Kate and Allie (single parent) (6) Partridge Family (widowed parent) (7) Our House (extended family) (8) Andy Griffith (extended family) (9) That Girl (single) (10) Mary Tyler Moore Show (single)

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(11) I Love Lucy (nuclear family) (12) Leave It to Beaver (nuclear family)
		d. Compare solo parenting to the following items: (1) The cultural attitudes in 1970's, 1950's, 1900's (2) Societal resources and services in 1970's, 1950's, 1900's
	2. Family Life-styles	a. Using magazines, newspapers, books, films, personal contacts, and television talk shows and documentaries, research different family lifestyles. List the life-styles found. Give a description of each and discuss possible advantages and disadvantages. Identify the resources needed to maintain different life-styles and the factors that influence one's personal choice.
		b. Determine the kinds of influences you think the following careers would have on family life-styles: (1) Secretary (2) Garbage collector (3) Sales clerk (4) Plumber (5) Musician in rock group (6) Farmer (7) Lab technician (8) Construction worker (9) Store manager
	3. Trends in Family Life	a. Examine "**The Facts of Life**" (p.176). Draw summary generalizations for each question.
		b. Draw a family tree. List the characteristics of each family member's life-style. Then list possible differences in the next generation's adult life-styles.
	4. Events	a. Using practical reasoning, do "**Life-style Simulations**" (p.180).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Affect Family Life	**Discussion Questions** ·How do life events affect family life? ·What effect do attitudes and values have upon how life events are handled? ·Are these life events viewed as crises or opportunities? What difference does it make? ·How can families learn not to be destroyed by life events?
		b. Describe life events affecting a family that are not necessarily crises. You may want to consider (1) Moving (2) Launching a teen into self-sufficiency (3) Being responsible for elderly parents (4) Return of adult children to the family home (5) Juvenile delinquency of a child
	5. Family Crises	a. Individually list potential family crises. Prioritize family crises, using **"Life Crises Worksheet"** (p.183).
		b. Explore the factors, effects, consequences, laws, and resources for one or more of the following crises: (1) Alcoholism (2) Drug misuse or addiction (3) Divorce (4) Marital separation (5) Child abuse (6) Spouse abuse (7) Domestic violence (8) Incarceration (9) Employment loss (10) Incest
		c. Plot a crisis, progressing through crisis stages. Anticipate events, feelings, thoughts, and actions in each stage.

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**


Pre-Crisis Period
how individual functions
Crisis Period
crisis resolution
angle of disorganization
Post-Crisis Period
gain equilibrium
function at new level
maybe some line or more than pre-crisis

6. Resources to Cope with Crisis

a. Imagine a family dealing with the following events and/or crises. Determine what resources, such as community, personal, family, and financial, the family members might need.

(1) Long-term illness of a parent
(2) Winning $80,000 in the lottery
(3) Unemployment of the major wage earner
(4) Suicide of a son or daughter
(5) Moving to a new location
(6) Receiving a job promotion
(7) An unexpected pregnancy
(8) Your child suing you for malpractice

Discussion Questions
- How would you gather facts about the resources?
- How would you check the reliability of the resources?

b. List resources available to cope with crises. Invite one or two resource persons to talk about available services.

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

7. Alternative Ways to Handle Family Crisis

a. Identify a common crisis, such as alcoholism. Discuss alternative ways to handle the crisis.

(1) Family members may seek help

  (a) But do not know where help is available
  (b) Realizing that many families have failures
  (c) Having confidence in the source of help when they recognize there is a problem

PROCESS SKILLS | CONCEPTS | STRATEGIES

(2) Family members may not seek help due to

- (a) Embarrassment
- (b) Not wanting to admit failure
- (c) Not admitting problem exists
- (d) Not recognizing that others have problems
- (e) Not knowing where help is available

b. Complete **"Decisions Affecting the Family"** (p.184).

Discussion Questions
- How do decisions affect solutions of a crisis?
- How do the decisions made affect the family?
- What if the crisis was left unresolved or not acted upon? How would that affect the family?
- Are the crisis decisions made with the family or the individual uppermost in mind?

c. Debate the statement

(1) "Not doing anything is an unconscious decision."

8. Crisis Recovery

a. Read **"Twelve Conditions Affecting Recovery from Family Crisis"** (p.185). In small groups, choose two or three conditions and discuss how each condition may affect recovery. Share with the total class.

9. Loss

a. List reactions to a loss of employment, spouse, money, or goal. Compare the similarities and differences of the reactions to the various losses.

PROBLEM

b. Read **"One Loss Often Leads to Another"** (p.186).

Discussion Questions
- What would you do if you were Mr. B? Mrs. B? The children? A neighbor?
- How could Mr. B or Mrs. B have gotten control of their situation? At what points? How would control have altered the situation?
- What skills would you need to solve this problem?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		•What resources (personal and community) would you use? •How has situational loss affected you? Your family? Your community? •How could you get control of a similar situation?
	10. Adjustment to Loss	a. Discuss "**Stages of Adjustment to Loss**" (p. 188). Select a crisis in which loss has occurred in your life. Write the responses, reactions, and/or situations you experienced in each stage of adjustment. **Discussion Questions** •Does a person go through the stages in the given order? Why or why not? •What are possible behaviors of individuals? •What happens if a person remains blocked in a stage of mourning? •What are the consequences of each behavior? b. Review "**Dynamics of Unemployment**" (p.189) and "**Healing the Grief of Unemployment**" (p.190). **Discussion Questions** •How do these models compare with the stages of adjusting to loss? •How can these models help an individual experiencing unemployment? c. Identify the stage of loss each statement describes. (1) I can't believe I'm fired! (2) If you'll give me a job, I'll work any shift whenever you want. (3) That S.O.B.! He had no right to lay me off! (4) It's no use. I'll never find another job. (5) I don't want to talk to you or anybody else right now. (6) Well, I guess it's time I try to find a new job. d. List other commonly heard statements describing a stage of loss.
	11. Coping Techniques	a. List possible self-talk messages that might accompany stages of mourning. (1) It can't be true. (denial) (2) Why did this happen to me? (anger)

(3) I'll do anything if God will let him or her come back. (bargaining)
(4) I cannot face life alone. (depression)
(5) It happens to everyone eventually. (acceptance)

b. Identify self-care techniques to cope with loss.

(1) Eating properly
(2) Drinking plenty of fluids
(3) Getting rest
(4) Doing physical activity
(5) Being involved in social activity
(6) Having and using a support system

c. Identify the goals, values, and situational factors and their effect on alternatives and consequences in the following case study.

(1) Mr. Moore had worked at the bank for 12 years and was an assistant vice-president. In an economy cutback, he was released. He owns two cars and is making payments on a nice home. His friends collected several hundred dollars to help the family out. He prefers selling the house rather than accepting the money collected. Help Mr. Moore solve his problems by answering the questions below.

Discussion Questions
- What choices can Mr. Moore make?
- Why do you think Mr. Moore refuses to accept the money? Do you think he should accept it? Why or why not?
- If you were in Mr. Moore's family, what would you do to help with this problem?
- In what ways could the Moore family members help in this crisis?
- What governmental help can Mr. Moore receive?
- What long-range effect will the crisis have on the Moore family?

12. Family Strengths

a. Read **"Building Family Strengths"** (p.191). From your personal family life, identify characteristics of strong families.

Discussion Questions
- Why are strong families important?

- How can strong families help in crisis situations?
- What can you do to build your family strengths?
- How can you help others build their family strengths?
- What if all families were strong families? Would we have a perfect world?

13. Healthy Relationships

a. Using resources, list characteristics of healthy and unhealthy relationships.

b. Using television shows, determine whether or not the characters are involved in healthy relationships.

c. Complete "Connectedness" (p.192). In pairs, share how you belong or feel connected in each category.

Discussion Questions

- Who is responsible for your being connected and having a sense of belonging?
- How do you increase your sense of connectedness?
- What would society be like if everyone had your current sense of connectedness?

d. Identify three specific sources of satisfaction and three specific sources of dissatisfaction in the following categories of relationships:

(1) Social
(2) Family
(3) Work

Examine why each category of relationships gives you satisfaction or dissatisfaction. Determine if it is the relationship or the activity involving the relationship that affects your satisfaction level.

THE FACTS OF LIFE

Although no one can predict what your adult family life will be like, there are certain trends you should be aware of---trends in U.S. marriages and family life that you can now prepare to cope with in the future, if and when the need arises.

CAN YOU MAKE IT ON YOUR OWN?

1960's

- 75 percent of all U.S. households consisted of a married couple with children.

Today

- 25 percent of all U.S. households are comprised of a single person--the young who have not married, the elderly who are widowed, and the newly divorced.

- 21 percent of all households with children are headed by a single parent--generally a mother who works outside the home to support her children.

- 3 percent of all households are made up of unwed persons of the opposite sex.

1990's and beyond, if trends continue

- Your chances of NEVER marrying will be 1 in 10...

  What will your home life be like? Will you live alone in an apartment or a house? In a "group home" with friends?

  Will you be vocationally prepared to support yourself?

  Will you be emotionally prepared to live alone and not be lonely?

  Who will make up your "extended" family--friends? Coworkers? Neighbors? A roommate?

- Your chances of divorcing the person you first marry will be 1 in 2...

  Will you be able to live as well alone, on your salary, as you and your spouse did together on two salaries?

  Will you be willing to risk remarriage OR will you choose a live-in partner instead?

Continued

Continued

HOW TRADITIONAL WILL YOUR FAMILY'S RELATIONSHIPS BE?

1960's
- Only 1 child in 10 lived in a single-parent household.
- 1 in 5 marriages ended in divorce.

Today
- 1 in 2 marriages ends in divorce; 3 out of 5 divorces involve couples with children.
- 1 child in 5 lives in a single-parent household; 90 percent are living with their mothers.
- 3 out of 4 divorced people remarry, forming "blended" families--those that include children from either spouse's previous marriage, plus numerous sets of grandparents, step grandparents, kin and step-kin.

1990's and beyond if trends continue

- 45 percent of all children born in any given year will live with only one parent sometime before they are age 18...

  As a female, single parent, will you be able to house, feed, clothe, and educate your children, given the fact that your family's income will be less than half what it was when you were married?

  As a male "absentee" parent how will you maintain a meaningful relationship with your children?

  As a single parent, regardless of sex, will you be prepared to be both a "mother" and a "father" to your children?

- 25 percent of all children living in two-parent homes will be in blended families...

  What roles or responsibilities do you feel you'll need to take on as a stepparent?

  How will you react to your children's forming a close relationship with your ex-spouse's new partner?

WHO WILL "BRING HOME THE BACON," THEN FRY IT IN YOUR HOME?

1960's
- 71 percent of all married women with children under 18 stayed at home, making child rearing and housekeeping their careers.

Today
- 56 percent of all married women with children under 18 are working outside the home; these mothers provide 25 percent of their families' incomes.

Continued

Continued

1990's and beyond, if trends continue

- You have an 86 percent chance of being in a dual-career marriage--one in which both you and your spouse work outside the home AND in which the wife provides 40 percent of the family's income...

  As a working wife and mother, what domestic chores and child-rearing responsibilities will you expect your husband to take on? Will you be fully prepared, vocationally, to earn nearly half your family's income?

  As a working husband and father, will you be willing and prepared to take on domestic chores and child-rearing responsibilities not traditionally done by men? How will you feel about the fact that your family's standard of living is so dependent on your wife's salary?

  As part of a dual-career couple, how willing will you be to quit your job and move to accommodate your spouse's career? How will you feel about your school-age children coming home in the afternoons to an "empty" house?

HOW MANY CHILDREN--AT WHAT COST--WILL YOU REAR?

1970's

- 10.4 million families had three or more children under age 18.
- The cost of rearing a child to age 18 was estimated to be $56,000.
- The average annual income for families was $9,867.

Today

- 6.4 million families have three or more children under age 18; the average family size is 3.9 people--meaning most adults are opting to have only one or two children.
- The average annual income for families is $22,388. HOWEVER, inflation has reduced the purchasing power of those dollars to a sum that is $191 less than the purchasing power of families in 1970.
- The cost of rearing a child to age 18 is now estimated to be $135,000. There are no projections for college costs 18 years from now--costs that have risen 66 percent in the past seven years alone.

1990's and beyond, if trends continue

- How many children will you be able to afford to raise?
- Will you delay having children until you have established a career and are more financially secure?
- Will you be able to help your children finance a college education or will they have to pay for that themselves?

Continued

Continued

HOW HEALTHY, LONG, AND COMFORTABLE WILL YOUR LIFE BE?

1960's
- 1 in 4 Americans exercised regularly.
- 1,200 health food stores were in operation throughout the U.S.
- Men could expect to live an average of 65 years, women an average of 68 years.

Today
- 100 million Americans--nearly 1 in 2--exercise regularly.

- 8,300 health food stores are in operation, accounting for a $2 billion industry.

- Americans' fat consumption is down an estimated 25 percent--a factor in lower rates of heart and circulatory diseases.

- Cigarette smoking is down 28% among men, and among women 13 percent since 1965.

- As a result of our better fitness programs, eating habits, and health practices, men can expect to live an average of 69 years, and women an average of 76 years.

1990's and beyond if trends continue

- You can expect to live a decade or more beyond the standard retirement age of 65...

  During your peak wage-earning years, how will you invest or save money for a "comfortable" retirement?

  Where will you spend your "golden years"? In a community of other retired people? In a nursing home? In the same dwelling and neighborhood you lived in before retiring?

  What lifelong fitness and nutrition habits will you adopt to assure that your life is long and healthy?

- As a woman, you can expect to outlive your husband by 7 to 10 years...

  What financial resources will you have (own pension, social security, husband's pension, investments, and property) to keep you from living in poverty--a fact of life for a large percentage of elderly women?

  What living arrangements will you make for yourself so you are not lonely or vulnerable?

Sources:
"The American Family in the Year 2000," The Futurist, June 1983.
"The Children of Divorce," Newsweek, February 11, 1983.
"...Effects of Divorce on Youth," SPS News Report, April 25, 1983.
"Forecasting the Future," Forecast, September 1983.
"A Portrait of America," Newsweek, January 17, 1983.
U.S. Bureau of the Census Statistics.
U.S. Bureau of Labor Statistics.

LIFESTYLE SIMULATIONS

Directions: In pairs, take the part of one of the persons in one of the following situations.

Situation 1

Betsy and Karen share an apartment in a large city. Each of them has a toddler. They have been friends since fourth grade. Betsy just finished a two-year postsecondary course in restaurant management. Karen is still in school and works part-time. So far, the girls have found only low-paying jobs that don't seem to be helping them get ahead. Their apartment is pretty cruddy but it is all they can afford. They want to succeed in the job market and find an attractive and comfortable apartment. They are attractive and sociable and are not anxious to be tied down. Neither has thought too much about marriage.

A. Prepare ten chance cards for Betsy and Karen, each with one of the following situations written on it:

   1. Betsy loses her job.
   2. Karen falls in love with a great guy.
   3. Betsy gets pregnant.
   4. Betsy lands the job she thinks will lead to advancement.
   5. Karen's younger sister wants to move in with them.
   6. Their rent is nearly doubled.
   7. Karen finds a job she likes, but it is not related to her chosen career.
   8. Karen's boss keeps making unwelcomed advances.
   9. The public transportation systems all go on strike. Neither Betsy nor Karen have a car.
   10. Betsy's aunt dies and leaves her $10,000.

B. List Betsy's and Karen's goals.
C. Draw three chance cards per player.
D. Turn the cards over one at a time and analyze the situation from the card. Consider the effects the situation would have on the person whose part you are taking.
E. Discuss what each of the situations from the chance cards would do to the young women's goals if one situation occurred at a time, or all at once?
F. Develop a list of goals, ranked as you think Betsy and Karen would rank them, assuming that all the events on the six chance cards occurred.

Situation 2

Mark and Ed, single noncustodial parents, worked in the same factory for ten years as part of the maintenance staff. The factory keeps laying off personnel. So far Mark and Ed have worked steadily, but are anticipating being laid off within the next six months. They have talked it over and decided to start a business doing maintenance and repairs for small businesses in the area that don't have employees doing that kind of work. Mark has a large shed they can use to start the business. Both have a variety of tools they will need. Each has a little money ahead, even though both realize they haven't saved what they should.

Continued

Continued

A. Chance cards for Mark and Ed (write one on each card).

1. The court orders Mark to pay delinquent child support and this depletes his savings.
2. Ed gets laid off.
3. They are unable to get a business loan to buy the equipment they need.
4. A friend offers them a three-month maintenance contract for his business.
5. Mark gets an offer of a promotion but it involves moving to another state.
6. Ed's uncle dies and his aunt asks him to manage their business.
7. Mark's two teenage sons come to live with him.
8. A fire destroys the shed and all the tools they had collected. No insurance had been purchased.
9. Ed meets a woman he wants to marry.
10. Mark takes an entrepreneur course and realizes he does not have the characteristics and skills to be an entrepreneur.

B. List Mark's and Ed's goals.
C. Draw three chance cards per player.
D. Turn the cards up one at a time and analyze the situation from the card.
E. Discuss what the situation from the chance cards would do to the young men's goals.
F. Develop a new list of goals, ranked as you think Mark and Ed would rank them, assuming that all the events on the six chance cards occurred.

Situation 3

Katherine is in her mid thirties. She is recently divorced and has custody of her 10-year-old daughter, Debby. According to court order, David, her ex-husband, gives some financial aid for Katherine to go back and finish school. In addition, David pays child support for Debby. David doesn't see Debby as often since he remarried. He would like to have Debby live with him, in which case he would take care of all her expenses. Katherine was severely depressed throughout the divorce process but has gained a new lease on life since returning to school. She is determined to get enough training so she is financially independent and can support Debby and herself. David is equally determined to have Debby live with him.

A. Chance cards for Katherine and David (write one on each card).

1. Debby's teacher calls and says that Debby may not be promoted to the next grade. Debby has stopped doing anything in class.
2. David moves to another state and stops paying support.
3. Katherine falls and breaks her leg.
4. David's new wife gets pregnant.
5. Katherine got three A's and one B at the end of the semester.
6. Katherine is offered a job by an old family friend. It

Continued

doesn't pay as much as if she had training but it means money now.
7. Katherine meets a widower who says he would like to marry her and adopt Debby.
8. David persuades Katherine to let Debby live with him during summer vacation.
9. David loses his job.
10. David's new wife and Debby just don't get along at all.

B. List Katherine's and David's goals.
C. Draw three chance cards per player.
D. Turn the cards up one at a time and analyze the situation from the card.
E. Discuss what the situation from the chance cards would do to the young people's goals.
F. Develop a new list of goals, ranked as you think Katherine and David would rank them, assuming that all the events on the six chance cards occurred.

Situation 4

Teresa and Mac are a young couple in their early 20s. Teresa is studying to be a medical technician and Mac is becoming well-established selling restaurant equipment. They have an apartment but are dreaming of the day when Teresa finishes school and finds a job in a hospital and Mac becomes a sales manager. Then they want to have children and build their own home.

A. Chance cards for Teresa and Mac (write one on each card).

1. Teresa gets a job offer as a medical technician.
2. Mac gets transferred to another city.
3. Teresa gets pregnant.
4. Mac has a short-lived affair with another woman.
5. Mac loses his job.
6. They wreck their only car and do not have collision insurance.
7. The company Mac works for merges with a large national corporation.
8. Mac's parents are killed in a plane crash, leaving his young brother and sister orphaned.
9. The apartment building in which Mac and Teresa live burns, destroying all their furniture and clothing.
10. Mac's company switches to selling other brands that he thinks are shoddy merchandise.

B. List Teresa's and Mac's goals.
C. Draw three chance cards per player.
D. Turn the cards up one at a time and analyze the situation from the card.
E. Discuss what the situation from the chance cards would do to their goals.
F. Develop a new list of goals ranked as you think Teresa and Mac would rank them considering the six chance cards.

Source: Adapted from What To Do Regarding Nurturing Human Development, Ohio Department of Education (Columbus, OH: 1983), p. 73-75.

LIFE CRISES WORKSHEET

Rank each of the following crises events according to your perception of the event's stressfulness. In the space to the left, enter a 1 if the crisis requires a great adjustment; enter a 2 if a moderate adjustment is required; and enter a 3 if only a minor adjustment is required.

___Family car totaled

___Bankruptcy

___Loss of job

___Family separation

___Death of close friend or relative

___Divorce

___Relocation

___Mental and/or emotional health problems

___Physical health problems

___Alcoholic spouse

___Alcoholic parent or child

___Suicide

___Animal attack on family member

___Serious injury to family member

___Death of family pet

___Drug addiction of family member

___Gambling

___Crime committed by family member

___Crime committed against family member

___Incest

___Spousal abuse or marital violence

___"Empty Nest" -- son or daughter leaving home

___Senility of family member

___Unwanted pregnancy of self or spouse

___Natural phenomenon: tornado, flood, fire

___Foreclosure on home

Source: What to Do Regarding Nurturing Human Development, Ohio Department of Education (Columbus, OH: 1983), p. 199.

DECISIONS AFFECTING THE FAMILY

Directions: Making decisions about family problems requires consideration of the decisions' effects on the other family members. If more than one problem or crisis exists at the same time, the most serious problem must be dealt with first. In your opinion, rank the problem or crisis decisions below from the most serious (1) to the least serious (9) by writing the appropriate numbers in the middle column. In the third column, write two effects that each decision may have on the other family members. For example, in the first decision, one effect could be that Jane decided not to buy a car.

Problem Decisions	Rank	Two Effects on Family Members
Jane Lightner totaled the only family car.		
The Barker children asked their mother to attend the weekly meetings of an Alcoholics Anonymous group.		
Mr. and Mrs. Seward, Jr., put Mrs. Seward, Sr., in a nursing home.		
Jerry Harvey, sole breadwinner, was fired from his job.		
The company where Julie worked closed.		
David Williams told his mother that his brother, Mike, is selling drugs.		
Mrs. Johnson bought a new house that costs more than her family's budget will allow.		
Cindy's parents sought help for her when they found she tried to commit suicide.		
Joan Tyler's father has accepted a job in another state.		

Source: Adapted from What to Do Regarding Nurturing Human Development, Ohio Department of Education (Columbus, OH: 1983), p. 207.

TWELVE CONDITIONS AFFECTING RECOVERY FROM FAMILY CRISIS

1. The adequacy of the family organization
2. The flexibility of the family to change
3. The length of time the family has had to anticipate the event
4. The degree of consensus, happiness, stability, and satisfaction present among family members
5. The family's previous experience with other crisis events
6. The extent to which the family uses democratic problem-solving methods
7. The degree of participation by wives in roles outside the home
8. The degree to which support through a social network is available to the family
9. The family's ability to place responsibility for the crisis on external events or persons
10. The changes necessary to cope with the crisis
11. The amount of change, both positive and negative, experienced in the past year by family members
12. How the family interprets the event--whether it is considered a loss, a threat, or a challenge

Source: C. Murphy, "Crisis Theory and Resolution: Implications for Teachers" Tips and Topics in Home Economics, Vol. XIX, No. 4, (Summer 1979)

ONE LOSS OFTEN LEADS TO ANOTHER

Losses as we progress through the life cycle proceed in an orderly sequence and are expectable. They can be anticipated, planned for, and mastered. There is usually enough time between these life changes for one's loss and growth to be dealt with and adjusted to so that life gets back on an even keel before the next period of change and loss begins.

However, with situational losses, it can seem as if one loss leads to another in an unexpected chain of events. Instead of having time to deal with one loss and resolve it, the person experiencing severe situational loss may feel that things are going out of control in a downward spiral.

Here is a typical example of the way situational losses affects families.

> Mr. B. lost his job. At first he looked for work, but after a few rejections he felt that no one would want him and was reluctant to go out for more interviews. The savings were used up in a few weeks, and the family had to apply for food stamps and emergency assistance. Mrs. B. felt insecure and alternated between nagging and rejecting her husband. The children began to avoid their father because he was irritable. Soon Mr. B. began going to the corner bar for companionship. Mrs. B. responded by locking him out of the bedroom when he went out to drink. She worried more, and eventually developed chronic headaches and an upset stomach.
>
> One night, driving home from the bar, Mr. B. had an accident. There was no money to pay for the car repairs and the insurance had lapsed. It became even harder for him to look for work because he had no transportation. Mrs. B. took a part-time job in the neighborhood to make ends meet. They argued more about the way he took care of the children.
>
> They could not afford the rent on their house, so they moved into a small apartment in a less desirable neighborhood. The children didn't like the neighborhood, and there was no place for them to play outside. Mr. B. became even more upset with the children. Mr. and Mrs. B. decided to ask their parents for a loan to move into a better place.
>
> The families not only turned down the request for help, but told Mr. B. that he was lazy and no good. Mrs. B. agreed and told her husband to leave. He did.
>
> Mrs. B. found that as soon as she was alone with the children, they annoyed her. She cried frequently and became

Continued

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afraid to leave the apartment. She wanted to see a doctor but was afraid that she might find out that her headaches and stomach upsets were a symptom of a terrible disease. Her sister told her, "I don't think you're sick. I think you may be having a nervous breakdown." Her parents said, "You've made a mess of your life and don't deserve those wonderful children. Why don't you just pull yourself together?" She stopped seeing her family and friends to avoid being criticized. The headaches and stomach problems continued until she began to have trouble getting out of bed to take care of the children. The apartment became messier.

Mr. B. called and wanted to see her and the children, but Mrs. B. felt too ashamed of her housekeeping to let him visit.

STAGES OF ADJUSTMENT TO LOSS

First stage: Denial and Isolation

This stage is usually a temporary defense and a lack of acceptance of reality. Isolation may occur for various reasons, such as the fear of revealing emotions or the lack of ability to relate to others. As with all stages, the time varies from a few hours to whole weeks, days, or years.

Second stage: Anger

When the Denial and Isolation stage has passed, the next logical question is "Why me?" It may manifest itself in profanity and other disturbing behaviors. Everything will seem to cause anger. Tolerance by support people is essential.

Third stage: Bargaining

This stage combines with anger. For example, someone who is angry about pain or loneliness may bargain with the helper: "I'll stop shouting if someone gives me a pill" or "If my son comes to visit, I won't be so lonely." Such behavior is an attempt to postpone reality, and sometimes covers a feeling of guilt.

Fourth stage: Depression

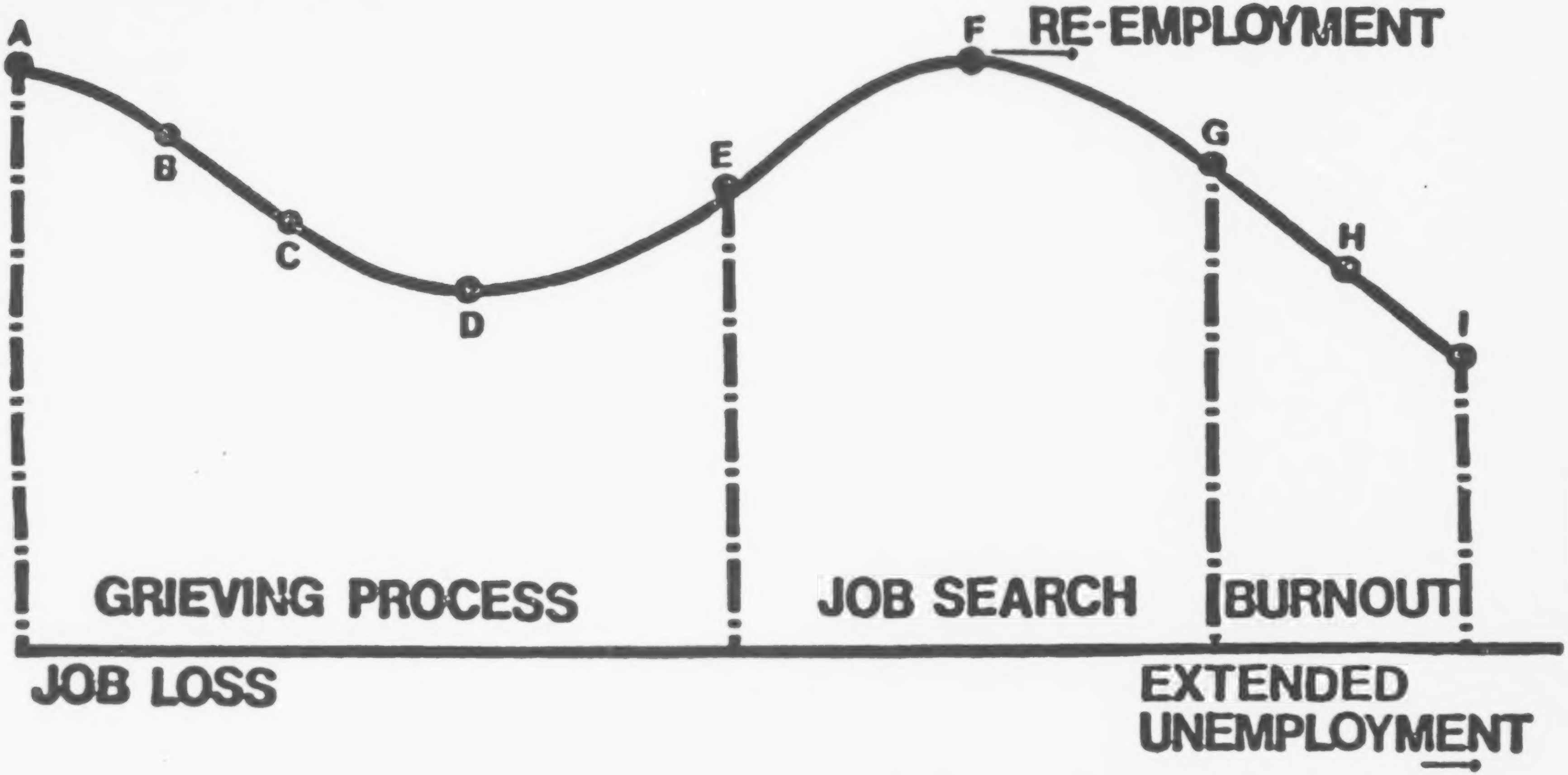
At this point, reality can no longer be denied or bargained away. People should be allowed to express this depression and should have companionship during silent times of grief. "Cheering up" is usually not helpful.

Fifth stage: Acceptance

When anger and depression are no longer necessary and the person has been able to express previous feelings, acceptance of impending loss occurs. This stage does not necessarily mean happiness; sometimes it includes hope.

Source: Adapted from *What to Do Regarding Nurturing Human Development*, Ohio Department of Education (Columbus, OH: 1983), p. 239.

DYNAMICS of UNEMPLOYMENT


A
B
C
D
E
F
RE-EMPLOYMENT
G
H
I
GRIEVING PROCESS
JOB SEARCH
BURNOUT
JOB LOSS
EXTENDED UNEMPLOYMENT

JOB LOSS/GRIEVING PROCESS

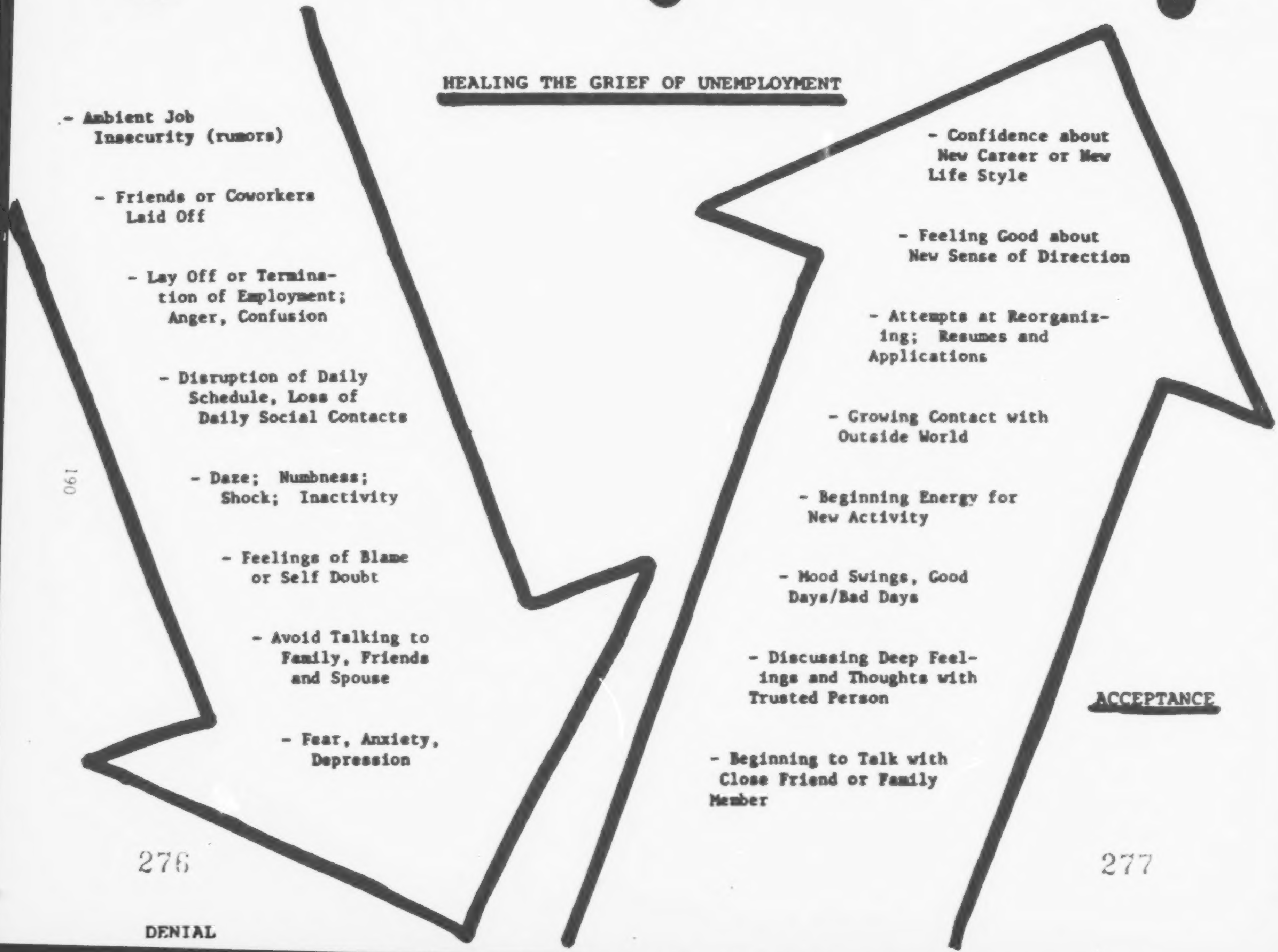
A: DENIAL
B: ANGER
C: BARGAINING
D: DEPRESSION
E: ACCEPTANCE

JOB SEARCH/BURNOUT

F: ENTHUSIASM
G: STAGNATION
H: FRUSTRATION
I: APATHY

Source: N. E. Amundson and W. Borgen, "The Dynamics of Unemployment: Job Loss and Job Search," The Personnel and Guidance Journal, Vol. 60, No. 9 (May 1982), pp. 562-564.

HEALING THE GRIEF OF UNEMPLOYMENT



- Ambient Job Insecurity (rumors)
- Friends or Coworkers Laid Off
- Lay Off or Termination of Employment; Anger, Confusion
- Disruption of Daily Schedule, Loss of Daily Social Contacts
- Daze; Numbness; Shock; Inactivity
- Feelings of Blame or Self Doubt
- Avoid Talking to Family, Friends and Spouse
- Fear, Anxiety, Depression

DENIAL

- Confidence about New Career or New Life Style
- Feeling Good about New Sense of Direction
- Attempts at Reorganizing; Resumes and Applications
- Growing Contact with Outside World
- Beginning Energy for New Activity
- Mood Swings, Good Days/Bad Days
- Discussing Deep Feelings and Thoughts with Trusted Person
- Beginning to Talk with Close Friend or Family Member

ACCEPTANCE

BUILDING FAMILY STRENGTHS IN THE 1980's

Nick Stinnett, Ph. D., Professor and Chairman of Human Development and the Family, The University of Nebraska, has conducted extensive research in both the United States and South America in an effort to identify the characteristics of strong families. The following characteristics were found to be significant:

1. Strong families spend time together. Strong families structure their lives in deliberate ways so as to permit special time together. They may do very simple things, such as taking a walk together or simply talking, but the important element is their planning to be together and making time spent together a priority.

2. Strong families are committed to each other. Strong families are loyal to each other. They are committed to each other as individuals, and they are committed to the family group. They may take the initiative to examine their relationship and then, if necessary, to restructure their lives together.

3. Strong families communicate. Strong families talk to each other--a lot. Strong families have good listening skills. They know how to listen and feel that listening is very important. Strong families may often quarrel and sometimes even fight. However, they get their conflict out into the open--they identify the problem--and they are successful in finding solutions. They attack the problem, NOT each other.

4. Strong families have a strong religious orientation. Strong families describe themselves as religious. Their religious life is personal and interactive--not theological in nature. Strong family members feel that their religion helps them to keep things in perspective. (This finding is consistent with approximately 50 years of sociological research.)

5. Strong families have the ability to deal with crises in positive ways. Strong families provide a support system for each other. Family members had the ability to see something positive in even very bad situations, and they focused on the positive. Sometimes the positive element was a greater realization of how much they meant to each other.

6. Strong families APPRECIATE each other. Strong family members give each other many sincere compliments and help each other feel good about themselves. (Weak family members made each other feel bad about themselves--they tended to relate through accusation and sarcasm.)

Source: B. Dixon, Life Management Skills Module: Managing Family Functions in a Democratic Society, Project No. 171-1554-4-1011 HE240BK84. (Pensacola, FL: University of West Florida, Aug. 1984) p. 29

CONNECTEDNESS

Connectedness is a sense of belonging.

On a scale of 1 to 10 (1=low and 10=high), rate your sense of belonging in these different categories.

1. FAMILY OR ORIGIN
   Your extended family: mother, father, brothers, sisters, grandparents
2. FAMILY OF YOUR CREATION
   Your spouse and your children
3. RACIAL AND ETHNIC GROUP
   In touch with your own ethnicity
4. NEIGHBORHOOD
   Your neighbors: plan social get-togethers with them
5. AT WORK
   A sense of belonging; feeling of being appreciated
6. CONFIDANTS (not necessarily spouse)
   Your confidants: involves a trusting relationship with another person in whom you can confide
7. GUARANTEED CHICKEN SOUP
   A person who is always willing to help you; a person you can count on, one who really cares.
8. INTELLECTUAL MIND-STRETCHERS
   Someone with whom you share articles or books; someone who makes suggestions for intellectual mind-stretching activities, such as going to a lecture, a play, or a concert
9. FUN AND ADVENTURE
   Someone with whom you do fun and adventurous things

PROCESS SKILLS | CONCEPTS | STRATEGIES

MOTIVATIONAL

1. Changes Happen Throughout Life

a. Brainstorm changes that have occurred in this century. Categorize the changes according to technological, social, physical, and environmental, changes.

b. Chart changes you have observed around you, the causes of each change, and their implications for our work lives. Discuss how change affects your life.

Change Observed	Causes or Circumstance of Change	Implications For Employment
Video games are more popular.	New technology computers	Employees of toy companies making other kinds of games will have to learn new skills. Inventors need to create more new games. Therefore, engineers and designers are needed. More jobs available
More people are eating out.	Better food service equipment	

c. Complete one or more of the following futuristic exercises:

(1) Scientists have discovered how to retard aging of cells in humans. People can now live up to 200 years. How will this affect marriage, careers, and the population explosion? What controls or monitoring are necessary? Would you opt to live to 200 years? What will this society do?

(2) You work only five hours a day, two days a week. What is your new life-style?

PROCESS SKILLS | CONCEPTS | STRATEGIES

(3) Average citizens can volunteer to live under the ocean for one year. Living will be simple but comfortable. Pay and benefits are very high, but there will be no return to shore for a year under any circumstances. Will you go?

(Feingold & Miller, pp. 157-161)

Discussion Questions
- How do you feel about change?
- What is your level of risk-taking?
- How has change affected you in the past? Present? Future?

d. Consider how the following family changes would affect your finances, support systems, family members, and yourself.

(1) All your children leave home.
(2) You move to another town to start a new job.
(3) You become ill for three months.
(4) You become pregnant.
(5) You and your spouse divorce.

e. List changes that have occurred in your life in the past three years. Describe how you felt about each change and if it was a planned or an unplanned change.

Discussion Questions
- What events triggered the change?
- What were the consequences of the change?
- How did the change affect other people?
- How did others cope with the change?

PROBLEM

2. Occupational Implications of Change

a. Brainstorm what the working world may be like in the year 2010.

(1) People may be working shorter daily hours, but may be working longer into their lives due to advances in medical technology and increased life expectancy.
(2) Individuals may be working at home or in large industrialized complexes.

(3) Jobs in high technology employ the largest number of people.
(4) Day-care services may be provided by all major employers.
(5) Many jobs that exist now may no longer be needed due to increased technological advances.

(Duffy, p. 175)

b. Determine the alternatives and the consequences for you in adapting to the future working world.

c. Approximately one third of the jobs that will exist in the year 2000 do not exist today. Discuss this idea and its implications for career planning and decisionmaking.

d. Complete "Jobs and Events" (p. 200).

3. Factors Influencing Adaptation to Change

a. List changes that you cannot control, such as bus route changes, divorce, and forced retirement. List changes you can control, such as job change and moving.

Discussion Questions

- What do the changes have in common?
- Are any changes controllable at times and yet uncontrollable at other times?
- Is either group more critical to your life than the other?
- What conclusions can you draw about change based on these categorizations?
- How does having or not having control of changes affect our lives? Self-esteem? Family? Society?

b. Give examples of other factors influencing an individual's adaptation to change such as whether

(1) Change is permanent or temporary.
(2) Change is perceived as positive or negative.
(3) Change generally occurs at that age in life. (widowhood at age 65 versus at age 30).
(4) A support system is available and is used.

c. Using "Acceptance and Rejection: (p.202) and your memory of a change you have experienced in your life, describe how you moved from rejecting to accepting the change.

4. Degree of Change Required

a. Do "**Risking**" (p.203).

b. Analyze the situations below. Place an X on the continuum according to the levels of risk that each individual may be experiencing. Describe personal growth that may result from taking the risk.

Low Risk <-------------------> High Risk

(1) A full-time homemaker wants to do something with her life. She would like to go out to school but her husband strongly disapproves.
(2) A 34-year-old man does not feel he's "making it" in the work world. He's dissatisfied with his job and is not getting promoted as quickly as he would like.
(3) A parent just finalized a divorce settlement. The parent has custody of two school-age children but no job.
(4) A single parent recently became unemployed due to a factory close-down. Friends have told her she should open a day-care business. She likes children.
(5) A young mother likes to fix things. She just saw a job advertisement for a person to repair small appliances. Training will be provided.

c. React to the following statements. Justify your responses.

(1) To exist is to change; to change is to mature; to mature is to create oneself endlessly. (Henri Bergson)
(2) The person who risks nothing, does nothing, has nothing, is nothing, becomes nothing. He may avoid suffering and sorrow, but he simply cannot learn and feel and change and grow and love and live. Chained by his certitudes, he's a slave. He's forfeited his freedom. Only the person who risks is truly free. (Buscaglia, pp. 201-202)

5. Reactions to Change

a. Identify common social, psychological, financial, physical, and emotional changes that may occur in the lives of a widow, a teenager, a single-parent homemaker, a married man, and a dual-career family member. Give examples of

PROCESS SKILLS | CONCEPTS | STRATEGIES

how each individual may react to one or more of the changes.

(1) Opposition
(2) Rejection
(3) Acceptance
(4) Support

b. Justify each reason to delay a decision to change.

(1) It's too much of a sacrifice to ask of my family.
(2) I'm too old.
(3) Now is not really a good time.
(4) I'm scared of making a change.
(5) As soon as my children finish school, I can afford to make a change.
(6) The economy is in such bad shape that it's not really a good year to make a change.
(7) It's too much trouble.

(Adams, p. 47)

6. Threats into Challenges

a. Analyze and compare the following. Share how you determine whether change will be anxious and distressful or relieving and renewing.

(1) When and how change causes anxiety and distress
(2) When and how change generates relief and renewal

b. Recount two threatening experiences from your life that challenged you to change.

Discussion Questions
- What prompted you to decide to respond positively to that threat or change, and how?
- How and when might discomfort and stress generate good coping skills?
- Could these skills be transferable to current and/or future changes? How?

7. Coping Skills

a. React to the statement "If you don't do something about change, you are letting others shape your life."

b. List coping skills we use when presented with a problem, such as denial, detachment, management of one's emotions, relaxation, reinterpretation, rehearsal of new behavior, and creation of original behavior. Give examples from your own life.

c. Rank the following statements according to their validity, first as individuals and then by consensus in small groups. As a total group, discuss the rankings and the rationale for those rankings.

(1) By this stage in my life, I should not be bothered by changes.
(2) Productive people rarely "grow" and develop new skills unless motivated by discomfort.
(3) Uneasiness about change comes only from fear of failure.
(4) All adults experience stress with change.
(5) My health status has no effect on my ability to cope with change.
(6) I can use skills from past experiences with change to help adjust to current and future changes.
(7) Leaving the situation is not coping; it is escaping.

d. Give examples of techniques you use that illustrate the following statements about coping:

(1) Coping requires the ability to gain and process new information.
(2) Coping requires management of emotions.
(3) Coping requires the ability to change the environment without feeling inhibited.

e. List ways in which you have coped with change. Review and compare your personal list of coping strategies with **"Positive and Negative Coping Strategies"** (p.204). Develop a plan for using two to three positive coping strategies.

f. Using practical reasoning, determine what you would do in the following situations:

(1) You have had several job interviews with female personnel directors and feel comfortable with that. While sitting in an office lobby, you realize that your interviewer will be a male and you are aware of tensions and anxiety within you.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(2) You have been comfortably accustomed to an annual job evaluation conducted by your boss following a printed evaluation form in a conference session. Now you've learned that all evaluations will include a 30-minute videotape of your job performance and your anxiety has heightened.

References:

J. Michael Adams, Career Changes (New York: McGraw Hill, 1983)

L. Buscaglia, Living, Loving and Learning (New York: Fawcett Columbine, 1982)

P. Duffy, BICEP (Hyannis, MA: Barnstable Public Schools, 1983)

S. Norman Feingold and N.R. Miller, Emerging Careers: New Occupations for the Year 2000 and Beyond (Garret Park, MD: Garrett Park Press, 1983)

JOBS AND EVENTS

Divide into groups of four to six members each. Participants are going to play a role-playing game using cards to identify roles and events. One person, acting as a fortune teller, will announce an event, such as business taxes being raised. Another, acting as a reporter, will interview workers about how the event affects them. The rest of the participants will take the roles of workers, taking their specific identities from job cards they select.

Give the "Event Cards" set to the participant who will be the fortune teller. Decide which person will be the reporter.

Have the rest of the participants select "Job Cards" to identify their roles. Each card represents an occupation.

Conduct the role-playing game. For each round of the game, the fortune teller draws an event card and announces the event, and the cub reporter selects one or two workers to interview. During the interviews, the workers describe how the event affects their jobs. Then the fortune teller announces another event, the reporter interviews one or two other workers, and so on.

Source: K. Boyle, Career Formation in the Classroom, The National Center for Research in Vocational Education (Columbus, OH: Ohio State University, 1983), V-59, 60, 63, and 64.

JOB CARDS

To make **job cards**, make a copy of the page and cut on the lines.

Carpenter	Teacher	Physician
Store Clerk	Mason	Computer Repairer
Registered Nurse	Lawyer	Police Officer
Truck Driver	Plumber	Practical Nurse
Farmer	Machinist	Computer Operator
School Secretary	Factory Assembler	Insurance Salesperson
Real Estate Salesperson	Factory Secretary	Fire Fighter
Government Secretary	Store Manager	Car Salesperson

To make **event cards**, make a copy of the page and cut on the lines.

Government limits steel imports.	Minimum wage is raised.	National health care takes effect.
Oil embargo is imposed by Organization of Petroleum Exporting Countries (OPEC).	Food production doubles.	Business taxes are raised.
Factory is automated.	Government spending is halved.	Interest rate is cut by three percent.
Number of illegal aliens is reduced through deportation.	Income tax is eliminated.	Number of college students declines.
Electronic shopping is established.	Unemployment is high.	Unemployment is low.

ACCEPTANCE AND REJECTION

TOTAL ACCEPTANCE
"Frankly, I welcome the change."

PARTIAL ACCEPTANCE
"I'm sure it'll be worth it in the long run."

MINIMAL ACCEPTANCE
"I may get used to it eventually."

CORNERED OR FORCED ACCEPTANCE
"I hate it, but I have no choice."

RESISTANCE
"I'll find a way to avoid it."

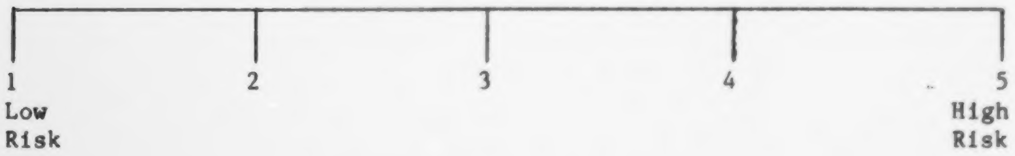
ACTIVE OPPOSITION
"I'm going to take this to the boss.
I'll do everything I can to stop it."

TOTAL REJECTION
"No way--I'll quit before I go along with that."

Source: P. Gosz, *Expanded Career Choices* (White Bear Lake, MN: Minnesota Board of Vocational Technical Education, 1985), p. 207.

RISKING

Directions: The following activity helps people begin to identify and evaluate specific behaviors that they would consider risky. Read the following statements and rate each on this five-point scale, according to your subjective feelings about the degree of risk involved.



1. Start a new project at work.
2. Visit a city to which you've never been.
3. Express anger at someone.
4. Ask someone for a personal favor.
5. Admit you're wrong about something.
6. Ask directly for attention.
7. Touch someone other than your family.
8. Ask someone for feedback on how he or she sees you.
9. Go to dinner or a movie alone.
10. Make a career change.
11. Fill in a suggestion of your own.
12. Fill in another suggestion of your own.

Choose one of the listed statements that you rated 2 or 3 and carry it out. Throughout the process, record your feelings and thoughts and the ways you supported yourself.

Source: D. Frey and J. Carlock, Enhancing Self Esteem (Muncie, IN: Accelerated Development, Inc. 1984) p. 203.

POSITIVE AND NEGATIVE COPING STRATEGIES

Positive

1. Develop a realistic picture of yourself. Know what you are feeling and why.
2. Set realistic goals for yourself.
3. Ask for help when it is needed.
4. Develop a personal support system.
5. Retain hope.
6. Maintain an active social life outside of work.
7. Take timeouts when you need them.
8. Maintain a regimen of proper nutrition and physical exercise.
9. Accentuate the positive.
10. Develop self-therapies, such as meditation, biofeedback, and relaxation response.

Negative

1. Deny that change is taking place.
2. Belittle your abilities and foster feelings of inadequacy.
3. Increase drinking.
4. Avoid the problem.
5. Withdraw from friends.
6. Express anger at the situation or at individuals.
7. Use excessive work as an escape or a solution.
8. Be defeating and depressed. "I will never be able to..."
9. Rationalize and try to figure out why this is happening to you. "What did I do wrong to deserve this?"
10. Be stubborn and refuse to change old ways of doing things.
11. Have an "I don't need any help" attitude.

CONCERN: CHANGE AND TRANSITION

MODULE: TRANSITION

FACT 1.23

PROCESS SKILLS | CONCEPTS | STRATEGIES

MOTIVATIONAL

1. Transition

a. Respond to the following quotations. Justify your responses.

(1) "I am a study of a man in chaos, in search of frenzy." (Oscar LeVant)

(2) "What we call the beginning is often the end and to make an end is to make a beginning. The end is where we start from." (T.S. Eliot)

(3) "'Who are you?' said the Caterpillar...
'I--I hardly know, Sir, just at present,' Alice replied rather shyly.
'At least I know who I was when I got up this morning, but I think I must have been changed several times since then!" (Lewis Carrol, Alice's Adventures in Wonderland)

b. Define transitions (turning points in one's life that are either internally generated or externally induced; passing from one condition, stage, or place to another; reorganizing the way of experiencing and perceiving the world). Distinguish between change and transition.

c. Using "Megatrends" (p. 209), discuss how the megatrends have created transitions for people in their individual lives.

Discussion Questions

- How do your goals, values, and situational factors affect your response to these societal transitions?
- How do these transitions affect you? Your family? Society?
- What are some alternative responses to these societal transitions, and their consequences?

2. Transitions in Families

a. Describe and share what it was like to go from

(1) Being childless to having a baby

(2) Having a child at home all day to having the child attending school
(3) Having children live at home to the children's moving away from home
(4) Living with someone to living alone

Discussion Questions
- What are the stressors on parents and children in each stage?
- What parenting skills would be most productive to have during each transition?

3. Personal Transitions

a. Using "Common Transitions" (p. 210), identify transitions that have occurred in your life.

Discussion Questions
- How were these transitions handled?
- Why were the transitions handled that way?
- How can one prepare for transitions?

b. Describe your four most positive transition experiences. List the significant events, approximate years and age, and the achievements or satisfactions involved. Share your transitions with other group members.

Year	Age	Event	Achievement or Satisfaction
1959	20	Moved into own apartment	Taking care of myself and living apart from my family

Discussion Questions
- Which of your transitions were based on your parents' approval or disapproval? Your family history? What society expects? What seemed the right thing to do at your age? Fulfilling personal choices?
- Which of your own life transition points has been the most important so far?
- What issues keep recurring?
- Which part of your life has been most happy and productive?
- Which transition points correspond to transitions that your parent made? Do you react differently to transitions points than your parents do?
- What would have happened if you had reacted differently to some of your transition points?

PROCESS SKILLS **CONCEPTS** **STRATEGIES**

4. Phases of Transition

a. (For teacher) Read "**Phases of Transition**" (p.211). From the list of transitions identified in the previous exercise, select and describe the phases of one transition.

b. From a biographical sketch of a famous person (Lincoln, Gandhi, Eleanor Roosevelt, Mother Teresa, or Walt Whitman) or from teacher-developed case studies from previous classes, chart the transition phases they experienced.

5. Negotiation of Transitions

a. List factors assisting individuals in effectively coping with transitions.

(1) Be aware of what really needs to be changed.
(2) Have an open mind to change.
(3) Be flexible.
(4) Accept that transition is occurring.
(5) Acknowledge feelings in the various phases of transition.
(6) Develop a positive attitude toward risking, exploring, and discovering.
(7) Foster the ability to look forward and picture the integration of new parts.
(8) Be willing to meet strangers.
(9) Use available support systems.
(10) Add more stages to transition, easing into it.
(11) Develop more than one role that is valued.

b. Examine the following beliefs. Analyze how the beliefs affect one's efforts to cope with transitions.

(1) I am not capable of doing it on my own. Mom and Dad always knew best. I do what others want me to do.
(2) I am more interested in being in control than anything. I can't handle lack of self-direction.
(3) I don't know how to start over. I've always known the same people in the same neighborhood and worked at the same job.

Discussion Questions
- Do many people share this belief?
- What personal factors affect the beliefs?

- What external factors affect the beliefs?
- What alternatives are available to individuals expressing these beliefs?
- How can you better prepare yourself for this kind of situation?

d. Review "Locus-of-Control Theory" (p.212). Identify five things that you feel you have no control over. In small groups, discuss how you can obtain control.

e. Write a short paragraph or share in pairs "What Is Waiting to Happen in My Life Now?"

Source: J. Naisbitt, Megatrends: Ten New Directions Transforming Our Lives (New York, New York: Warner Books, Inc., 1984)

MEGATRENDS

America is experiencing megatrends, or broad outlines that will define the new society. This restructuring can be described through the following ten patterns:

1. We have shifted from an industrial society to one based on the creation and distribution of information.
2. We are moving in the dual directions of high tech/high touch, matching each new technology with a compensatory human response.
3. No longer do we have the luxury of operating within an isolated, self-sufficient, national economic system; we now must acknowledge that we are part of a global economy. We have begun to let go of the idea that the United States is and must remain the world's industrial leader as we move on to other tasks.
4. We are restructuring from a society run by short-term considerations and rewards in favor of dealing with things in much longer-term time frames.
5. In cities and states, in small organizations and subdivisions, we have rediscovered the ability to act innovatively and to achieve results--from the bottom up.
6. We are shifting from institutional help to more self-reliance in all aspects of our lives.
7. We are discovering that the framework of representative democracy has become obsolete in an era of instantaneously shared information.
8. We are giving up our dependence on hierarchical structures in favor of informal networks. This will be especially important to the business community.
9. More Americans are living in the South and the West, leaving behind the old industrial cities of the North.
10. From a narrow either—or society with a limited range of personal choices, we are exploding into a freewheeling multiple-option society.

Source: J. Naisbitt, Megatrends (New York, N.Y.: Warner Books, Inc., 1984), p. xxii-xxiii.

COMMON TRANSITIONS

Directions: For each common transition, check the columns that apply.

	Have never helped someone cope with	Anticipate experiencing someday	Experienced in past year	Have never experienced	Have helped someone cope with
Loss of relationship					
Spouse's death					
Friend's moving away					
Children's leaving home					
Marital separation					
Death of pet					
Alienation of friend					
Other:					
Change in home life					
Move to a new house					
Remodeling of house					
Spouse's retirement					
Children's going away to school					
Other:					
Personal change					
Notable success					
Change in eating habits					
Illness					
Recovery from illness					
Return to school					
Change in sexual activity					
Other:					
Work and financial change					
Fired					
Change in jobs					
Company reorganization					
Increase or decrease in income					
Lack of career advancement					
New loan or mortgage					
Other:					
Inner change					
Spiritual awakening					
Social or political awareness					
Changes in self-image or values					
Discovery or abandonment of dream					
Other:					

PHASES OF TRANSITION

Each transition involves three distinct phases: endings, neutral zone or middle ground, and new beginnings.

PHASE I: Endings

Endings involve a separation. They are an indication that some part of the person, some way of being, some circumstance has outlived its usefulness. People do not handle endings well, tending to minimize or catastrophize those endings. It is a time of unbounding, withdrawing, and self-collecting. Sickness is a clue that ending is occurring--headaches, intestinal problems, heart attacks. The more energy a person has invested in the pattern, the greater threat of loss of identity.

There are four different aspects of endings:

1. Disengagement--Separating oneself from the context in which a person has known himself or herself; one's identity is shaken.
2. Disidentification--Doing away with the outward signs of the former identity; self-perception catches up with changes in behavior.
3. Disenchantment--The discovery that what one believed and expected is no longer real; a sign that one is entering a transition.
4. Disorientation--One's way of orienting himself or herself has been shaken; confusion, emptiness, and resulting fear abound; sense of space and time are altered.

A person must pass through each of these four phases before the transition is complete. Individual growth may stop between Endings and the Neutral Zone or Middle Ground.

PHASE II: Neutral Zone or Middle Ground

This is a time of chaos; a period of being unformed and of feeling lost or overwhelmed. Strong, often unjustified, emotional reactions often occur. This phase is often avoided.

To relieve the anxiety of this period, people often want to start doing something right away. They may overeat, overwork, overdrink, and become oversexed. People may find it helpful to get away, be alone for a while, and tend to their inner selves. This is an in-between time of discovering how one wants to live, the needs one wants to satisfy, how one wishes to satisfy those needs, and how one wishes to be in the world. People cannot really move ahead with tasks involved in reconstruction until they acknowledge this chaotic period.

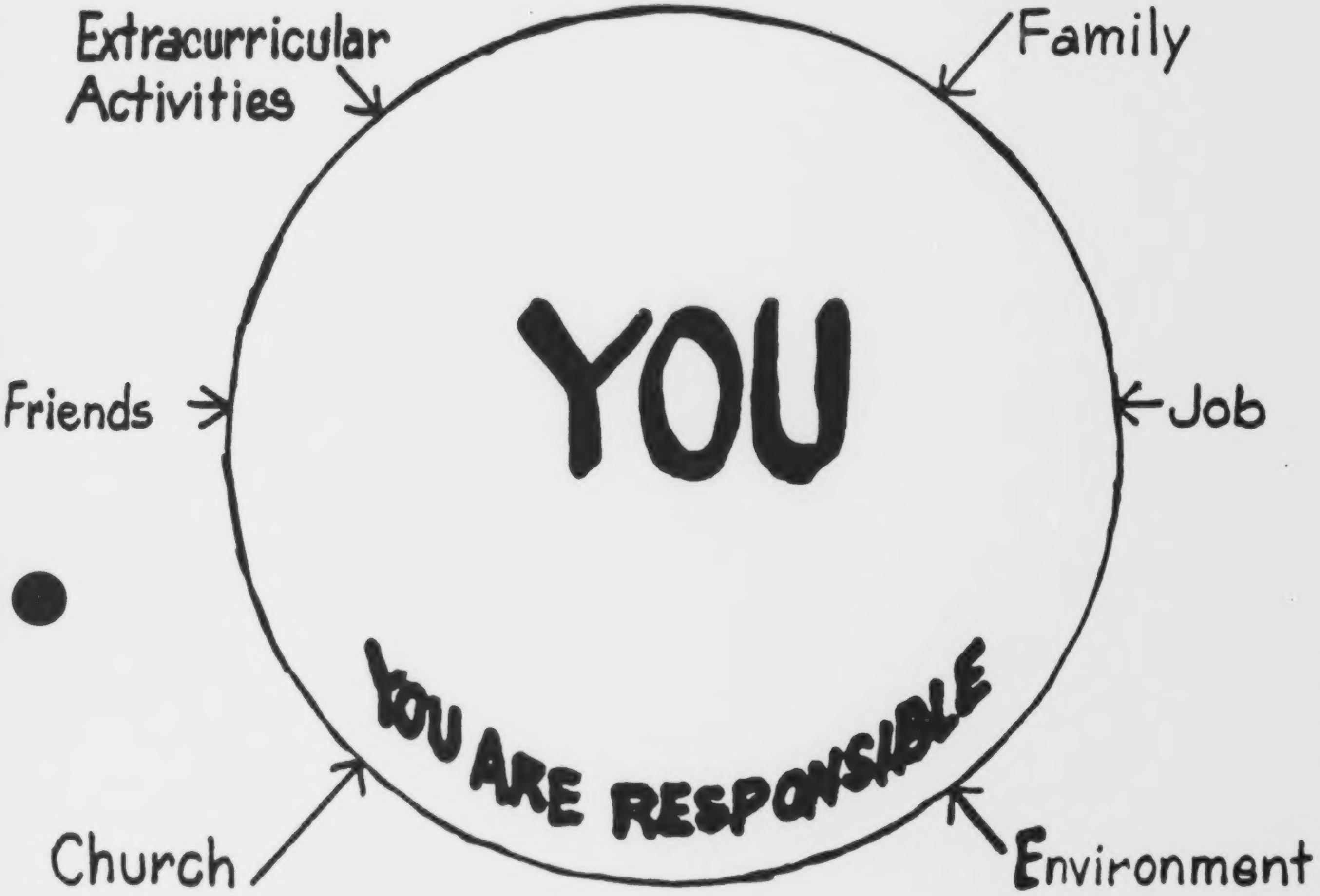
PHASE III: New Beginnings

This is a period of trying out new behaviors. One experiences spurts of growth. People get in touch with their deepest wants and become amazingly motivated. A preoccupation with results can be very damaging. The purpose becomes the process of reaching the goal, and not the goal itself. Movement through this phase can be very rapid or gradual. Time is not the relevant factor, but awareness is.

Source: Material drawn from W. Bridges, Transitions, Making Sense of Life's Changes (Reading, MA: Addison-Wesley Publishing Co., 1980)

LOCUS-OF-CONTROL THEORY

NO ONE HAS CONTROL OVER YOU...EXCEPT YOU


Extracurricular Activities
Family
YOU
Friends
Job
YOU ARE RESPONSIBLE
Church
Environment

How we react to a given situation is our response to life.

YOU HAVE CONTROL OVER YOUR FEELINGS AND ATTITUDES AND HOW YOU REACT TO ANY GIVEN CHANGE IN YOUR ENVIRONMENT

It's your choice!

CONCERN: **INTERPERSONAL RELATIONS**

MODULE: COMMUNICATION SKILLS

PROCESS SKILLS | CONCEPTS | STRATEGIES

MOTIVATIONAL
ACTIVITY

1. Importance of Communication

a. From the situation below, determine why communication is important:

(1) Mr. Cook is concerned about Matt, one of his new hospital orderlies. Several of Matt's coworkers have come to Mr. Cook complaining about Matt. The doctor's and technicians complain that Matt is impolite, and demanding and talks constantly. They say Matt often interrupts them while they are speaking and makes snide remarks. Matt does not seem to talk directly to a person. His eyes are usually downcast and he fidgets. Every other word Matt speaks seems to be a four-letter word! "I'll get my hands on that S.O.B." seems to be Matt's favorite saying. Mr. Cook is beginning to think he made a mistake in hiring Matt. He has noticed employees becoming more frustrated in working on assignments with Matt. Mr. Cook is considering letting Matt go at the end of Matt's probation--especially if Matt doesn't start getting along better with the other employees.

b. Assign a percentage of time in one eight hour work day and in one eight hour day at home (or outside the work day) to devote to the following forms of communication:

	Work	Home
Speaking	____	____
Listening	____	____
Reading	____	____
Writing	____	____
Total	100%	100%

Compare with the statistics from a research study on workday communications.

Listening--45% of day
Speaking--30% of day
Reading--16% of day

Writing--9% of day

2. Communication

a. Review "Communication Model" (p.223).

b. Using resources, define "communication."

3. Forms of Communication

a. Compare and contrast the following forms of communication: listening, speaking, reading, and writing.

Discussion Questions
- What are the advantages and the disadvantages of each form?
- When should each form be used?
- How do the forms interrelate?

b. Invite a business executive or a mid-management employee to discuss the use of communication in the workplace.

c. Invite a counselor, a minister, or a social service professional to speak to the class regarding communication with family members and others.

d. Write a memo or a business letter for one of the situations below. Ask another group member to read it and, in his or her own words, verbalize what you said. Discuss the clarifications needed, the difficulty of communicating messages, and the tone of voice versus the tone of the letter.

(1) Requesting purchase of new tools to replace old, worn-out ones
(2) Asking for vacation leave
(3) Questioning lack of safety practices by employees
(4) Thanking a coworker for helping with the Christmas party

4. Communication Skills
- Verbal
- Nonverbal

a. Use resources to define verbal communication and nonverbal communication. In doing so, include the following components: source, message, methods used, and receiver.

b. Choose a partner and a topic for communication. Discuss the topic under each of the following circumstances:

(1) Partners standing across the room from each other
(2) One partner standing on a chair and the other on the floor
(3) Both partners standing on the floor facing the same direction, with one in front of the other
(4) Partners sitting and facing each other, with one not using any facial expressions
(5) Partners sitting and facing each other, with one looking into the other's eyes
(6) One partner continually interrupting the other
(7) One partner reacting negatively to everything the other says

Afterward, as a group, discuss the feelings that resulted in each communication situation. Use what you learned to develop a list of basic rules for effective communication, Consider

(1) Talk at a close distance
(2) Talk at eye level
(3) Face each other
(4) Use facial expressions
(5) Make eye contact
(6) Wait your turn to speak
(7) Be positive

c. In small groups, create a collection of messages that one person might want to convey to another. Decide how each message might be changed in order to communicate it to an infant, a young child, a teenager, an adult, an older person, and a supervisor.

d. List impressions, gestures, and actions familiar to you. Discuss if they mean the same thing to everyone in the class.

e. Do **"Communication Designs"** (p.224).

f. Do **"Communication Puzzle"** (p.225).

g. Demonstrate body language reactions for the following statements:

(1) "Why are you so hard on me?"

PROCESS SKILLS | CONCEPTS | STRATEGIES

(2) "John's mother lets him!"
(3) "The answer is NO, period! No more discussion!"
(4) "What will other people think!"
(5) "I get angry when I have to double-check your work be
completed too quickly and inaccurately!"
(6) "I am excited about my new job!"

Discussion Questions
- What body language give a positive feeling? Negative fe
- What happens when body language gives a different messag
the verbal language?
- How would your body language change if you were a child?
employee? An employer?

5. Communication Patterns

a. In small groups, using a dictionary and other resources,
following patterns of communication. Present a home and
illustrate each pattern.

(1) Placater--Always agrees and never tells the other per
unpleasant
(2) Blamer--Puts everyone down by assigning the fault and
to control others
(3) Leveler--Sensible; correct; will not be emotional
(4) Distractor--Ignores questions and changes the subject
(5) Computer--Says what is felt or thought and lets other

6. Factors Affecting Communication

a. Analyze the following case study:

(1) The Brown family members all go separate ways, meetin
rarely. Mr. Brown, a single parent, loves his job as
His two teenage sons are now in high school and activ
extracurricular activities. One son has a part-time
sometimes feels guilty about not keeping in very good
children. He works 50-60 hours each week and also do
promotional work. When he is home, he tries to estab
family togetherness, usually unsuccessfully. The son
forced to take part in activities as a family. They

own activities and friends. Mr. Brown encounters much resistance in trying to keep a tight rein on his teenagers, not letting them run wild. All three feel they cannot talk to each other any more.

Discussion Questions

- What factors affect parent-child communication in this family? In other families?
- What values are underlying these factors?
- What factors would contribute to solving the Browns' communication problems?

b. Compare the following facts and inferences:

	Inference	Fact
(1)	I don't have any friends.	No one called me today while I was home.
(2)	You are angry with me.	I perceive that you are frowning.
(3)	I can't write.	What I have written doesn't sound good to me.
(4)	I'm not smart enough to finish school.	I made a C on my first exam.
(5)	I'll never learn to work this equipment.	The sign on this machine says "Skilled operators only."

Develop an additional list of common inferences. Create facts that may support the inference.

7. Communication Inhibitors

a. Identify barriers to communication in each situation below.

(1) Marcello is telling Yvonne about the new company policy on food-holding times. Although she is listening, Yvonne keeps looking past Marcello so she can see when her boyfriend comes in the door.
(2) Jim and Tom have not been getting along at work. Jim approaches Tom and says, "I think we should talk about our differences." Tom turns to Carol, another worker, and says, "Are you going to the festival this weekend?"
(3) Dan is a new employee. He has been asked to handle phone calls. He goes to Tonya to ask a question about transferring calls. Tonya says, "How many times do I have to explain this to you? Why don't

PROCESS SKILLS	CONCEPTS	STRATEGIES

you use your brains once in a while?"

Discussion Questions
- What kinds of communication inhibitors are experienced in these situations?
- What could each of these individuals do to promote effective communication?
- What are the long-term consequences of their actions?

b. Use resources to discover how communication is inhibited by such things as prejudice, put-downs, blaming, making excuses, use of power, or a poor self-concept.

c. Make notes of the communication inhibitors you hear used in television programs you watch for a few days. If possible, place all the inhibitors in categories. Discuss how these examples inhibit communication.

d. In small groups, discuss how communication inhibitors are used by you, your friends, and your family.

Discussion Questions
- Do you use some communication inhibitors more than others?
- How can you avoid using them?
- How do these inhibitors affect the persons involved?

Report your small-group findings to the entire group and discuss the results of the inhibitor being used versus not being used.

8. Promotion of Communication

a. Give examples how conversation starters can promote conversation. Share ways that conversation can be started with a stranger, a good friend, a distant relative, a supervisor, a coworker, or a prospective customer.

b. Develop a list of door openers in communication.

(1) Tell me more...
(2) Do you mean that...
(3) I'm not sure I understand...
(4) Tell me if I'm wrong.
(5) Are you feeling...

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

c. Paraphrase the following statements to indicate an understanding of the message.

(1) The new policy on cashing paychecks is really unfair.
(2) We ran out of paper supplies this week. I'd like you to take care of that.
(3) I wish the boss would get off my case.
(4) I think my plan will work best of all.

d. Using the following case study, determine how you would ask for feedback from a friend, an interviewer, or a previous boss.

(1) James was beginning to question his abilities. He had interviewed for three different jobs, but each job was offered to another candidate. He thought his résumé and recommendations were adequate but was beginning to wonder if his interviews needed improving.

Discussion Questions
- What door openers can James use to obtain feedback?
- How should James approach the individuals noted so that communication is not inhibited?

9. Constructive and Destructive Communication

a. Using resources, define "constructive communication" and "destructive communciation."

PROBLEM

b. In small groups, discuss communication problems and their possible consequences.

(1) A young child excitedly runs into the house with a piece of work from school to show his mother. She is in the middle of changing light bulbs in the dining room ceiling fixture and says, "I cannot look at it now, dear."

(2) Parents are discussing a current political issue. A teenager chimes in with, "We were discussing that at school today. I think..." and expresses a different viewpoint. The father cuts him off, saying, "You just keep out of this. You don't know anything about it."

PROCESS SKILLS	CONCEPTS	STRATEGIES

c. List words or phrases that are emotionally loaded. Then, for each listed word or phrase, list other words that have the same meaning but are not emotionally loaded.

Emotional	Nonemotional
died	passed away
lie	fib
fired	asked to leave
gossip	discuss someone

Discussion Questions

- How are these words loaded with emotion?
- How can using emotional and nonemotional words help or burden a person looking for employment?
- What are the consequences of using the emotionally-loaded words versus words with or without emotions attached?

d. In a group, complete the following chart:

List ways in which a parent and children communicate (positive and negative) 1. 2. 3. 4.	Consequences to family members	Consequences to society
List ways in which an employer and an employee communicate positive and negative) 1. 2. 3. 4.	Consequences to work relationships	Consequences to society

e. Using practical reasoning, do **"The Customer Is Always Right"** (p.226).

10. Listening Skills and Behaviors

a. Using resources, identify listening skills and behaviors.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		b. Listen to a prerecorded speech that's two to three minutes long, and outline the speaker's key points. **Discussion Questions** •What listening behaviors and skills did you use? •How are those listening behaviors and skills influenced by the environment? Your feelings? Your mood? Your thoughts? •How can listening skills be improved? •Why should people have effective listening skills? c. Using short exerpts of videos, show an excerpt and then tell what you saw. d. Do **"Rumor Mill"** (p.227).
	11. Learned Listening Behavior	a. Review **"How We Learned to Listen"** (p.228). **Discussion Questions** •How have your childhood experiences influenced your listening behaviors? •How would your listening behaviors be different if you had had a different set of childhood experiences? •In what situations do you react as a persecutor? A rescuer? A victim? •What are the consequences of those reactions? •What would happen if you did not react in any of those ways? •How can you teach effective listening skills to others?
	12. Communication in an Employment Organization •Official •Unofficial	a. Obtain organizational charts from several businesses and agencies. Extract information on the lines of authority, areas of responsibility, and lines of communication. Determine what kind of messages come from the "top down" versus the "bottom up." b. Create a business or an agency. Develop its organizational chart. c. Using **"Organizational Chart"** (p.229), chart the informal communication lines (i.e., grapevine) used in the case study below. (1) The assistant manager overheard the store manager and the sales manager

PROCESS SKILLS | CONCEPTS | STRATEGIES

talking about changing employees' hours. The store manager was thinking of letting employees work only 35 hours per week instead of 40 hours per week. Then the assistant manager told the men's department manager what was overheard. During lunch, the department manager passed the same message to a sales clerk, who told all the other salespersons in the men's department. As a result, another salesperson asked the women's department manager why everyone's hours were being cut. The women's department manager didn't know what to say, for she had not been informed of a change.

d. Discuss the implications of the statement "The grapevine is about 80 percent accurate."

(Eggland & Williams, p. 141)

Discussion Questions

- How does an employee know what is accurate and what is not?
- What happens to an employee who believes the grapevine is 100 percent accurate? 0 percent accurate?
- What situational and environmental factors make grapevine news more believable? Less believable?
- What are the effects on society of accepting grapevine news?

13. Family Communications

a. Jot notes about the statement "As a parent, I would practice these communication guidelines..."

b. Develop one-minute public service announcements tips on family communication, to be broadcast over a local radio station.

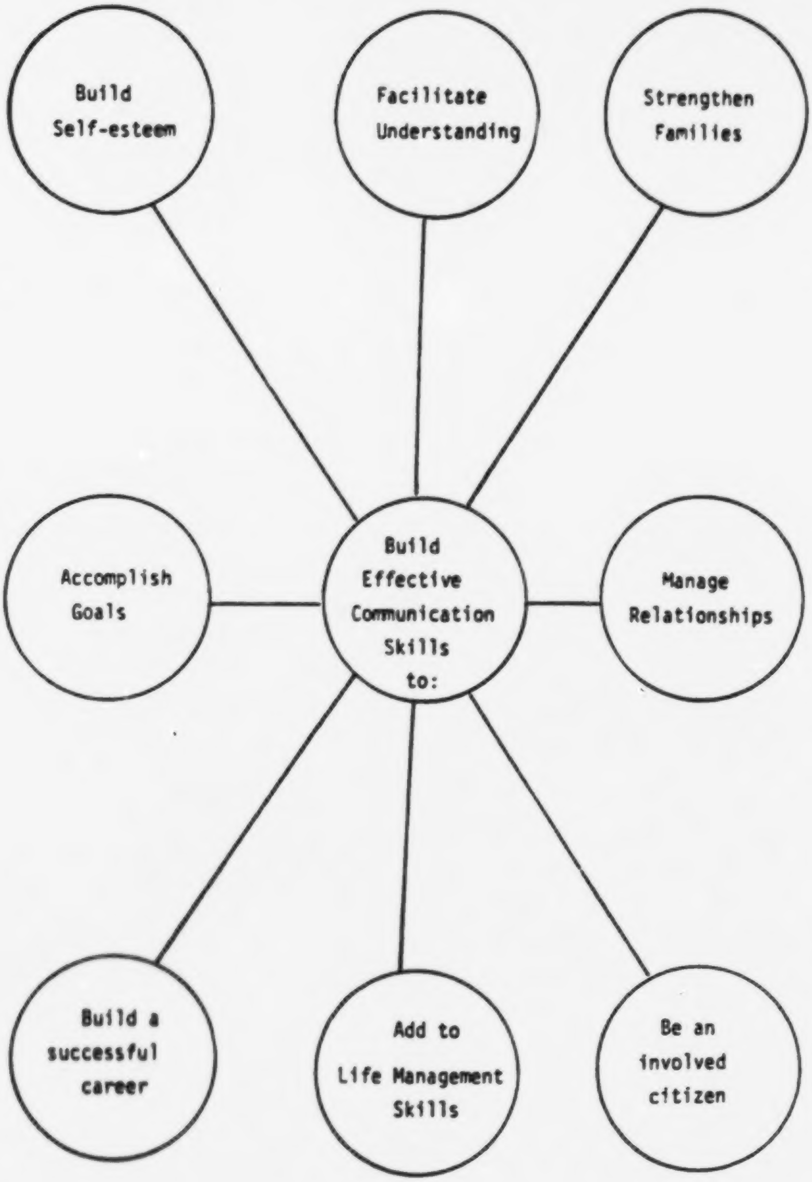
c. Do "**Improving Family Communication**" (p.230).

PR

d. Identify a personal communication problem and use practical reasoning to decide what action would best solve it.

Source: S. Eggland and J. Williams, Human Relations at Work, 2nd ed. (Cincinnati, OH: South-Western Publishing Co., 1981)

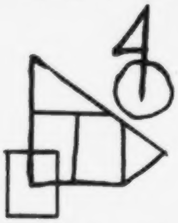
COMMUNICATION MODEL

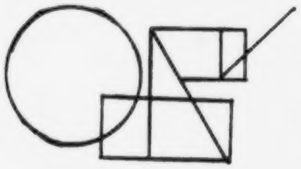

Build Self-esteem
Facilitate Understanding
Strengthen Families
Accomplish Goals
Build Effective Communication Skills to:
Manage Relationships
Build a successful career
Add to Life Management Skills
Be an involved citizen

Source: Life Management Skills Curriculum Module: Communicating. Pensacola, FL. University of Western Florida. 1984. p. 35 Project #171-1554-4-1011 HE238 BK84

COMMUNICATION DESIGNS
Teacher Guidelines

Devise two different, simple line drawings, such as geometric designs or sketches of familiar objects, that are of about the same complexity (See examples below.) Do not show the designs to the group.





Break the group into couples. Have the partners face one another, and situate yourself so each partner A can see you and each partner B's back is to you. Give each couple paper and a pencil. Show partner A one of the drawings. Instruct partner A to tell partner B how to draw the design. Partner B are to make efforts not to communicate with partner A. After the couples are finished, have them compare the drawing with the original design.

Repeat the exercise with the second line drawing, only this time allow questions and communication. Have the partners compare drawings when finished.

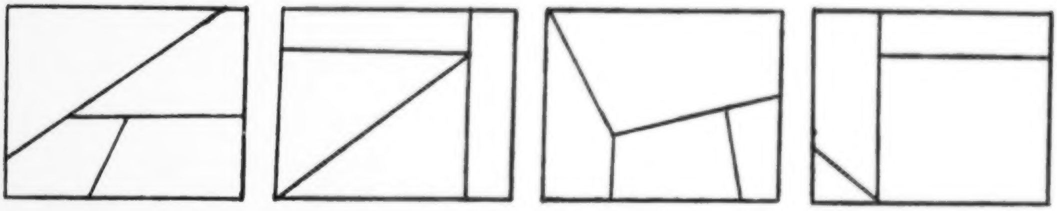
Discussion Questions

- What differences did you note in the rate of accomplishment with and without feedback?
- What differences did you notice in the accuracy of the final product?
- As the direction-giver, how did you feel each time?
- As the "artist," how did you feel each time?
- Which method of instruction yielded greater satisfaction? Why?

COMMUNICATION PUZZLE
Teacher Guidelines

Before the class:

From squares of white paper, cut four puzzle pieces per square. Examples:



Mix up the puzzle pieces for the four different puzzles. Put four puzzle pieces in each of four envelopes. Clip the envelopes together to make one set. Make enough sets for each group of four members. (Example: 20 members makes 5 groups, so make 5 sets.)

During class:

Divide the class into groups of four. Give each member an envelope from a set. Without talking, each member of a group is to put his or her puzzle together, using pieces from his or her own envelope or from the envelopes of others in the group.

Discussion Questions

- How was the activity difficult? Frustrating? Easy? Fun?
- How did members communicate?
- How did members cooperate with one another?

THE CUSTOMER IS ALWAYS RIGHT

Louis Welti works in the office of the sales department of a coffee company. He keeps the records of the salespeople who are on the city routes. His books show the supplies the salespeople take out of stock and their returns in cash and merchandise. Louis is exceptionally efficient. If there is a mistake in the record of a route person, Louis always catches it. If there is an argument about reports, Louis can always offer the needed facts to eliminate further confusion. Louis does have one fault: He has not developed courteous telephone techniques. The manager has had a number of complaints from customers who are annoyed at the way Louis handles situations over the telephone. The following are typical of Louis's conversations:

1. An irate customer says, "I told the salesperson I wanted a light roast and I got a package of dark roast instead." Louis answers, "Why don't you give the dark roast a try? It's one of our best sellers."

2. A dissatisfied customer says, "I just received my bill and you have charged me $10.16 for Saturday, November 18. I did not place or receive an order on that date." Louis says, "You must be mistaken. The bills are checked most carefully before we send them out."

3. An angry customer says, "I asked that my orders be delivered on Saturday morning, and this is the third time they have been sent out on Monday." Louis says, "This is the first time I have heard about it. Are you sure you told the delivery clerk?"

When the office manager speaks to Louis about the complaints he has received, Louis defends himself vigorously. He know he is right; he says he is positive the customers are mistaken. The next time, the office manager has to come to the rescue to keep a battle from developing and resolves to tell Louis what he should have said in each of the cases cited.

1. Assuming that you are the office manager, how would you have answered each of the three customers?
2. Why does Louis talk as he does? Do you think he may be covering up a lack of confidence? Why or why not?
3. What personal techniques should Louis develop in addition to keeping records?
4. What alternatives does Louis have? The office manager?
5. What are the consequences and the effects of the consequences on Louis and the office manger?
6. What would you do if you were Louis? The office manager?

Source: A. Russon and H. Wallace, Personality Development for Work, 5th ed. (Cincinnati, OH: South-Western Publishing Co., 1981), pp. 217-218.

RUMOR MILL
Teacher Guidelines

Ask for five to six volunteers. The rest of the group will be observers. All but one volunteer is to go into a room not within hearing distance. Read the accident report below to the remaining volunteer. The volunteer may not take notes. Bring in the second volunteer and have the first volunteer repeat to the second what he or she heard from you. A third volunteer is to return and hear the second volunteer repeat what he or she heard from the first volunteer. The process is to be repeated until the last volunteer has heard the message. The last volunteer is to tell the group or write on newsprint what he or she heard. The leader is to restate the original report or show it printed on newsprint. It is important for each volunteer to state the message in his or her own way, without help.

Accident Report

I cannot wait to report this accident to the police. I must get to the hospital as soon as possible.

The delivery van, heading north, was turning left at the intersection when the sports car heading south, attempted to turn right. When they say they were turning into the same lane, they both honked their horns but continued to turn without slowing. In fact, the sports car seemed to be accelerating just before the crash.

Discussion Questions

- What happened to the report as it was restated each time?
- What did the observers see?
- Why do messages become misinterpreted?
- What communication behaviors would reduce misinterpretation?
- How did the volunteers feel? Why?
- How did the observers feel? Why?

HOW WE LEARNED TO LISTEN

①

Childhood experiences

influences →

- Family system: verbal, nonverbal communication patterns
- Personality of close adults
- Positive, negative recognition, attention (strokes)
- Don't measages

②

Early childhood decisions - the beginning of the self-concept

influences →

- Imageries of self:
  - self-talk
  - affirmations of self, positive or negative
- I can't do anything right.
- I'm stupid.
- I can think.
- I do things right.

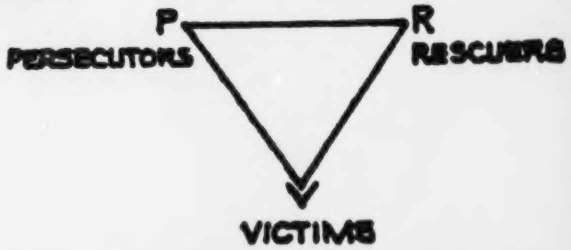
③

"OK" life positions: feelings of "OKness" or "Not-OKness" of self and others

- "I'm OK-You're OK"
- "I'm OK-You're not OK"
- "I'm not OK-You're OK"
- I'm not OK-You're not OK"

④

Drama Triangle



Persecutors = quick rebuttals, fault finding

Rescuers = give advice, build dependency, teach helplessness

Victims = always feel inferior, "I say only dumb things," set self up for failure

← influences

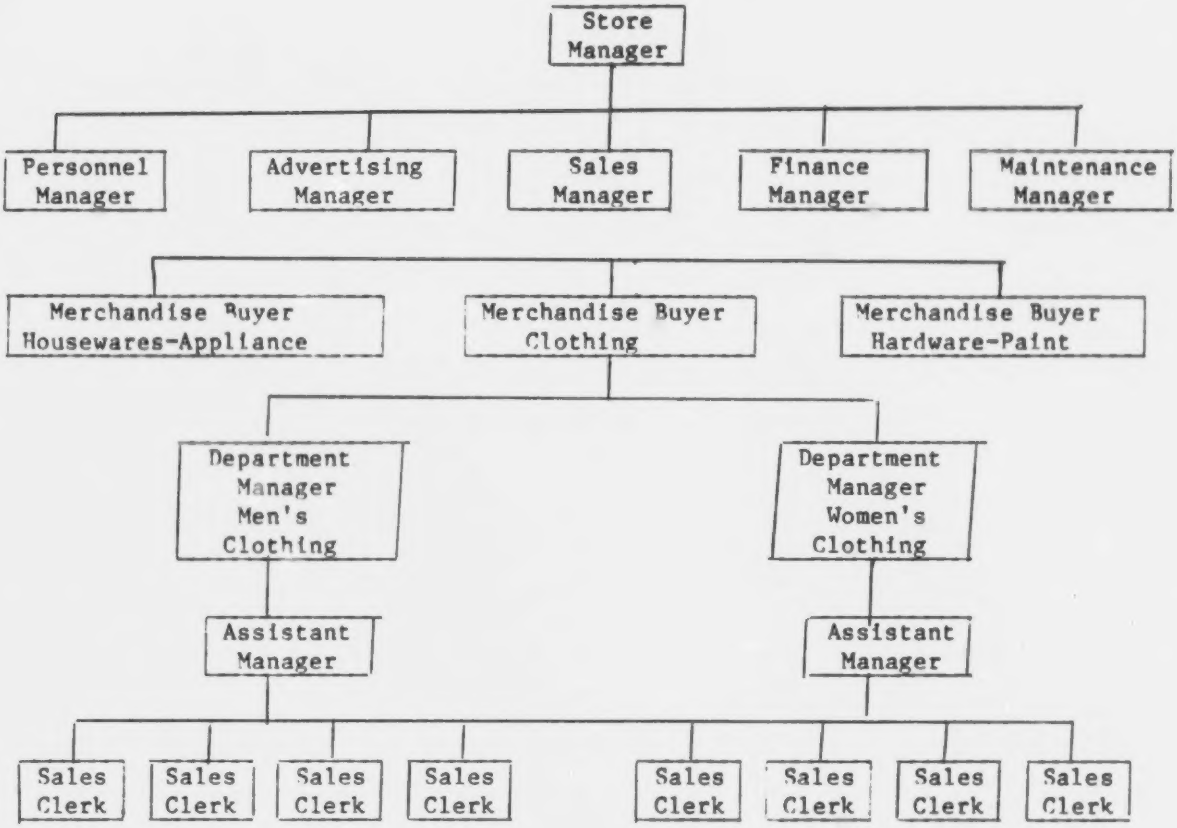
⑤

Adults' self-concept and beliefs:

- Which is demonstrated in the following ways:
  - Attitudes
  - Predjudices
  - Values
  - Perceptions
  - Behavior and feeling patterns

Source: Adapted from Madelyn Burley-Allen, Listening: The Forgotten Skill (New York: John Wiley and Sons, Inc, 1982)

ORGANIZATIONAL CHART


Store Manager
Personnel Manager
Advertising Manager
Sales Manager
Finance Manager
Maintenance Manager
Merchandise Buyer Housewares-Appliance
Merchandise Buyer Clothing
Merchandise Buyer Hardware-Paint
Department Manager Men's Clothing
Department Manager Women's Clothing
Assistant Manager
Assistant Manager
Sales Clerk
Sales Clerk
Sales Clerk
Sales Clerk
Sales Clerk
Sales Clerk
Sales Clerk
Sales Clerk

Source: S. Eggland and J. Williams, *Human Relations at Work*, 2nd ed. (Cincinnati, OH: South-Western Publishing Co., 1981), p. 137.

IMPROVING FAMILY COMMUNICATION

Directions: The following situations reveal a lack of communication between the people involved.

A. Choose two of the following situations and list two possible ways to improve the family communication.

B. Rewrite the other two situations to PREVENT the misunderstanding from happening in the first place and from affecting the family relationship.

1. Bill and Beth fight over the use of the bathroom because they both have to get to school at the same time. How can you help them?

2. Joan, Tom, and their mother often disagree about the use of the phone. They disagree about who uses it first, how long each person talks, how often each person talks, and how long each person waits in line to use it. What suggestions do you have to help them control these disagreements?

3. Jenny is 14 years old. Her parents don't seem to understand her. They are always worried that she is going to get into trouble. She hates to even talk to them anymore. She used to be quite close to them. She wants to get along with them and wants it the way it was before. Please help her.

4. Mark feels like all he does is put bread and butter on the table. He says, "Can't my family understand that I need a break once in a while? The minute I step in the door, it's 'I want this' or 'Do this for me.' I wonder what it would be like for the whole family to have laryngitis for just one day!" How can you help Mark?

CONCERN: INTERPERSONAL RELATIONS

MODULE: ASSERTIVENESS

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. "I" Messages	a. Decide how you would handle the following problems: (1) The maintenance crew where you work is having a meeting to decide on a better system for job assignments. Lou insists that she knows the best way and won't give anyone else a chance to talk. (2) You are on a coffee break with some of your coworkers. In a joking mood, they tease you about being the boss's favorite employee. (3) You have just started a new job. The supervisor keeps watching everything you do. You would like to be able to work more on your own. (4) Toni collects money for the coffee fund at work. Everyone is supposed to contribute. You are the only person who does not drink coffee. **Discussion Questions** ·What is the real problem in each situation? ·How does communication affect how you handle the problem? ·What if everyone handled each situation the same way? b. Review **"The Dirty Dozen"** (p. 236) and **"I Messages"** (p. 237). Identify statements of common "you" messages. Change the "you" messages to "I" messages. c. For each of the above situations in 1-a, create appropriate "I" messages.
	2. Characteristics of Assertive, Passive, and Aggressive Behavior in Communication	a. Using resources, define assertive, passive, and aggressive behaviors in communication. On the chart below, indicate the key elements of each behavior.

PROCESS SKILLS	CONCEPTS	STRATEGIES

	Assertive	Passive	Aggressive
Body Posture			
Physical Contact			
Gestures			
Facial Expression			
Voice			
Content			
Language Use			

b. Using the above chart, examine the key elements. For each type of behavior, identify your feelings, the other person's feelings toward you, and the other person's feelings toward himself or herself.

3. Assertiveness

a. Complete **"People, Places, and Subjects"** (p.238).

b. Do **"Assertive Feelings Inventory"** (p.240). Analyze your assertiveness.

Discussion Questions
- In what types of situations are you most comfortable?
- In which types of situations would you like to become more assertive?
- What pattern of assertiveness or lack of assertiveness do you see in your life?
- How do your goals and values and situational factors affect your feelings of assertiveness?
- Would you like your child to respond to the inventory like you did? Why or why not?

PROCESS SKILLS | CONCEPTS | STRATEGIES

4. Assertive Responses

a. Do **"Identifying Communication"** (p. 241). Share examples of situations and responses (passive, aggressive, or assertive) you have experienced.

b. For a personal situation you have experienced, complete **"Making an Assertive Response"** (p. 242). Share responses with group members.

c. As a group, do **"Assertive Statements"** (p. 243). Give an example for each type of statement.

d. Role-play assertive responses to the following situations:

(1) An employee wants to tell a coworker that he or she cannot take the coworker home. The coworker who lives out of the employee's way is continually asking for a ride home, costing the employee time and money.

(2) A parent has just started a new job and is going to need the teen's help with household chores.

Discussion Questions
- What are the values and factors linked to each situation?
- What are the alternatives for various responses?
- What are the potential consequences of those alternatives?
- How would the assertive response in each situation affect you? Your family? Society?

e. Respond to the following judgmental comments without becoming defensive or attacking the other person.

(1) Joe, you shouldn't miss this opportunity. You may never get another chance to go to Washington, D.C. The boss may never ask you to go again.
(2) I bet your boss is really upset that you are saying no to the project.
(3) Anyone in his right mind wouldn't hire you.

5. Ownership of Problems

a. Review **"Who Owns the Problem?"** (p. 244) In small groups, list problems encountered in relationships between the following people:

(1) Parent and child

(2) Parent and adult child
(3) Child and child
(4) Employer and employee
(5) Employee and coworker
(6) Husband and wife
(7) Adult and adult friend

Decide who owns the problems in each relationship.

Discussion Questions
- How does ownership of the problem relate to the issue of control?
- How does ownership of the problem relate to communication skills?

b. List experiences in which (1) others own the problem but you feel responsible, and (2) you own the problem but have traditionally placed responsibility on others. Share why you did or did not feel responsibility for the problem in each experience.

c. In the following situations, determine who owns the problem and how you would initiate a resolution or understanding.

(1) A fellow worker angrily comments, "Nothing is going right on this project. I can't work with you; you make me nervous!"
(2) You hear yourself saying, "You always play your radio so loudly I can't concentrate on my work and now I'm way behind."
(3) A relative says to you, "I feel very concerned and worried that you are greatly overcommitted and are jeopardizing your health."

6. Accept, Choose, and Take Action (ACT) Formula

a. Discuss the three components of the ACT formula.

- Accept current reality.
- Choose to create your own visions.
- Take action to create what you want.

b. Using practical reasoning, decide how you would take action in one or more of the following case studies:

(1) A relative has been watching your children after school until you

return from work. Every day she seems to comment on how your children are not responsible or courteous. This ruins how you feel about coming home.

(2) Nearly every Friday afternoon, the office manager begs you to help complete the paperwork necessary for payroll processing. This often means staying an extra 15-20 minutes. You are willing to stay but become upset when you do not receive a thank you. Your weekend is spoiled.

(3) You have noticed lately that your children's clothes and projects have begun to pile up in the entryway. It is important to you for the entry rooms in the house to be kept in good order.

(4) You have just been transferred to a new assignment at work and your coworker "eats and sleeps" the assignment. You have family responsibilities that are important to you. You are unwilling to stay through the dinner hour and to come in on Saturdays for the sake of the project.

THE DIRTY DOZEN
Typical "You" Messages

These are typical ways that many of us tend to respond to the needs of others, succeeding, usually, in putting the other person "down" and blocking effective communication.

1. Ordering, commanding ("You must...," "You have to...")
   Causes defensive communication

2. Warning, threatening ("You had better...," "If you don't, then...")
   Produces resentment, anger, resistance, and rebellion

3. Moralizing, preaching ("You should...," "You ought to...," "You're required to...")
   Communicates a lack of trust; creates guilt

4. Advising, giving suggestions or solutions ("Why don't you...")
   Makes a person feel you don't understand.

5. Persuading with logic, arguing, lecturing ("Do you realize...," "Yes but...")
   Makes a person feel inferior

6. Judging, blaming ("You are lazy...," "You are bad," "You are acting foolishly...")
   Creates feeling of inadequacy, inferiority, or incompetency

7. Agreeing, approving, praising ("I approve of...," "That is a nice thing to do...")
   Stops communication; can embarrass and even make another person angry

8. Name-calling, teasing, shaming ("You're stupid...," "Okay, Mr. Smarty...," "You're lazy...")
   Makes a person incompetent to figure out his or her own problems

9. Diagnosing, analyzing ("Your problem is...," "You don't really mean that...")
   Questions a person's competence to figure out his or her own problems

10. Reassuring, sympathizing, consoling, supporting ("It's not so bad ...")
    Makes a person feel you don't want to understand

11. Probing, questioning ("Who put that idea in your head?")
    Makes a person feel defensive and causes resistance

12. Distracting, humoring ("Let's talk about something more pleasant...," "Forget it.")
    Makes a person feel you are not interested in him or her and communicates rejection

"I" MESSAGES

"I" Messages	"You" Messages
I need my sleep. The noise of your talking frustrates me and keeps me awake.	Stop that loud talking!
I feel so discouraged when my friends are treated unkindly.	Why don't you use your manners?
I don't feel like playing when I'm tired.	Cut out that "horsing around!"

Most people, once they learn how "you" messages can put down and hurt others, are eager to learn more effective ways of communicating.

"I" messages are a good way to deal with a problem.

There are three basic parts of an "I" message:

1. A nonblaming statement of the problem behavior
2. The real effect the behavior has on you
3. The feelings the behavior causes you to have

Nonblaming statement	Real effect on you	Your feelings
I hear the loudness of the children's voices late at night.	It keeps me awake and it's hard to get up for work the next day.	I am frustrated in trying to go to sleep.

Write an "I" message.	Write a "you" message.

Source: Adapted from T. Gordon, Parent Effectiveness Training (New York, NY: David McKay Co., A Divison of Random House, Inc. 1970)

PEOPLE, PLACES, AND SUBJECTS

Identify how you usually respond to the following people, using
AS = Assertive, P = Passive, AG = Aggressive

__________Mother
__________Father
__________Your children (or children in general)
__________Close friends
__________Mother-in-law
__________Father-in-law
__________Spouse
__________Coworkers
__________Employers
__________Teachers
__________Police officers
__________Lawyers
__________Doctors
__________Dentists
__________Classmates
__________Supervisors
__________Store clerks
__________Door-to-door salespersons
__________Neighbors
__________Agency personnel

Identify how you usually respond in the following situations, using
AS = Assertive, P = Passive, AG = Aggressive

__________Large group of people you don't know
__________Small group of people you don't know
__________One person you know very well
__________Large group of people you know
__________Small group of people you know
__________A group of people who are all older than you
__________A group of people who are all younger than you
__________An informal gathering
__________A formal gathering
__________A family reunion
__________A group of people all the same sex as you
__________A group of people all the opposite sex
__________A group of people all having more education than you
__________A group of people all having less education than you
__________A dating situation (first date)

Identify how you usually respond when discussing the following topics, using AS = Assertive, P = Passive, AG = Aggressive

Continued

Continued

__________Politics
__________Religion
__________Sex
__________A raise
__________Women's rights
__________The space program
__________Prayer in school
__________The death penalty
__________Sports
__________Automobiles
__________Recipes
__________The welfare system
__________Military spending
__________Child-rearing practices

	PEOPLE (20)	PLACES (16)	SUBJECTS (14)	TOTAL (50)
ASSERTIVE	________	________	________	________
PASSIVE	________	________	________	________
AGGRESSIVE	________	________	________	________

1. Are there any major differences in your scores for people, places, and subjects? You may need to calculate the percentages of each category. To calculate percentages divide your score in a category by the points in parenthesis for that category.

2. Does your score reflect how you usually think of yourself (passive, aggressive, or assertive)?

3. Are there any specific people, places, or subjects in which you would like to change your behavior?

4. If so, which would be the easiest to change? Which would be the hardest?

As you begin to practice new assertive techniques, remember: Start with those people, places, and subjects that would be the easiest, and work your way up to the more difficult.

Source: N. Wolford and N. Alexander, The Job Club Workbook, 2nd ed. (Wilmington, OH: Life's Work, 1985), pp. 28-29.

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ASSERTIVE FEELINGS INVENTORY

Many people experience difficulty in handling interpersonal situations requiring them to assert themselves in some ways. For example, turning down a request, asking a favor, giving someone a compliment, and expressing disapproval or approval may require being assertive. Please indicate your degree of discomfort for each situation.

1 = Doesn't bother me at all
2 = Bothers me some, but not much
3 = Feels somewhat uncomfortable
4 = Feels pretty uncomfortable
5 = Really bothers me a great deal

Degree of Discomfort	Situation
__________	Compliment a friend
__________	Ask a favor of someone
__________	Resist sales pressure
__________	Apologize when you are at fault
__________	Admit fear and request consideration or special attention
__________	Turn down a request for a meeting or a date
__________	Tell a person very close to you that he or she says or does something that bothers you
__________	Turn off a talkative friend
__________	Initiate a conversation with a stranger
__________	Request a meeting or a date with a person
__________	After your initial request for a meeting is turned down, you ask the person again at a later time
__________	Admit confusion about a point under discussion and ask for clarification
__________	Apply for a job
__________	Request expected service when such is not forthcoming, e.g., in a restaurant
__________	Discuss openly with a person his or her criticism of your behavior
__________	Return defective items, e.g., store purchases or menu selections
__________	Express an opinion that differs from that of the person you are talking to
__________	Tell a person when you feel he or she has done something that is unfair
__________	Resist a significant person's unfair demand
__________	Quit a job
__________	Request the return of borrowed items
__________	Receive a compliment
__________	Ask a person who is annoying you in a public situation to stop
__________	Be straightforward in what you say
__________	Speak up before others
__________	Be open and frank about your feelings
__________	Tell others when you have done something worthwhile
__________	Say "no" to others
__________	Interview for a job
__________	Ask questions

Source: Unknown

IDENTIFYING COMMUNICATION

Below are situations and their responses. Decide if the response is passive (P), aggressive (AG), or assertive (AS). Write the correct abbreviation in the space beside the response.

Situations	Response	
You have set a time to meet and your friend is 30 minutes late. When she arrives you say:	"Why don't you think of someone else for a change instead of yourself? I've been waiting 30 minutes."	___
Your child says he wants the expensive tennis shoes like everyone else. You respond:	"I understand those shoes are nice and you would like to have them, but I really cannot afford to buy them."	___
A coworker continually asks to borrow money but does not pay it back. When he asks you for money, you respond:	"Go bum money from somebody else."	___
You are in a hurry to get out of the store. The person behind you asks if they can go ahead, since they only have a few items. You respond:	"Yes, that would be okay. Go ahead."	___
Your roommate has books and papers spread on the living-room floor and you are expecting guests. You say:	"I would appreciate it if you could move your papers and books. Jim and Mary are on their way over. Can I help you?"	___
Your friend tells you he really likes your new shirt. You say:	"Thank you. I'm glad you like it."	___
You want to borrow your friend's car. You say:	"Could I please borrow your car tonight? It's okay if you can't loan it to me. Someone else will probably help me."	___

The answers are: AG, AS, AG, P, AS, AS, P.

Source: N. Wolford and N. Alexander, The Job Club Workbook, 2nd ed. (Wilmington, OH: Life's Work, 1985), p. 30.

MAKING AN ASSERTIVE RESPONSE

List a situation in which you wished you had been assertive. Then respond to the following points regarding that situation.

1. Identify your rights.

2. Identify what you consider to be the rights of the other person.

3. Be aware of how you are feeling (sad, irritated, angry, happy...)

4. Identify what you consider to be the other person's feelings.

5. Determine what you want to have happen in this interaction. Do you want to ask for a change in behavior? Do you want to express a feeling?

6. Formulate a response by

    - Reflecting an understanding of the other person's point of view
    - Stating your own point of view and expressing your feelings appropriately
    - Directly stating your goal or intention

ASSERTIVE STATEMENTS

Directions: For each section below, write a response for a situation you experienced, using the outlined suggestions.

Refusing a request

1. Reflect the other person's point of view.
2. Use the word "NO" and a feeling word.
3. Avoid making excuses but, if you like, offer a reason.
4. Be brief.
5. Do not apologize.
6. Restate goal.

Response for a situation you experienced:

Making a request

1. Ask the question directly but avoid apologies, qualifiers, and excuses.
2. Reflect the other person's point of view.
3. State the goal and a feeling word.

Response for a situation you experienced:

Confronting

1. Restate initial mutual goal or request.
2. Use a mixed message when possible to give positive reinforcement for appropriate behavior in the past and present.
3. Describe current behavior or situation but avoid evaluative statements.
4. Ask the question, "What is making it difficult for you to..." Avoid "why" questions.

Response for a situation you experienced:

WHO OWNS THE PROBLEM?

In every human relationship, there are times when one person (A) "owns the problem"--that is, some need of his or hers is not being met or he or she is not satisfied with his or her behavior--at some particular moment in the relationship. He or she may be bothered, frustrated, deprived, needful, or disturbed. Because of this, the relationship at the moment is unsatisfying to A. So A owns the problem.

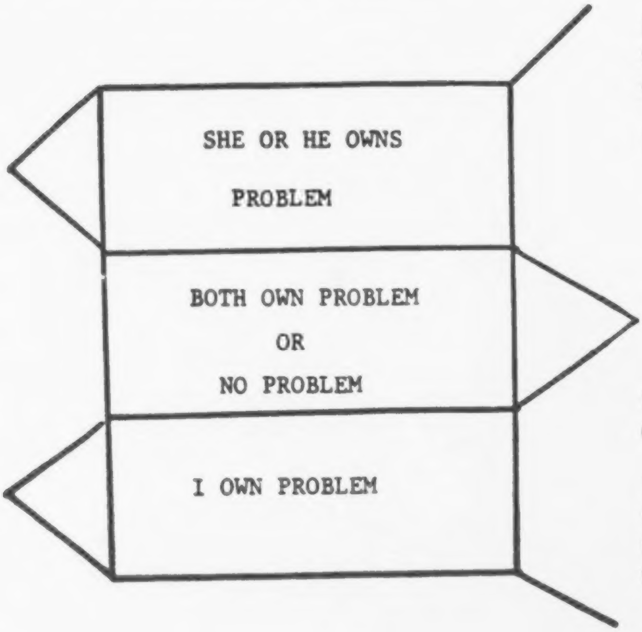
At other times, A's needs are being met by his or her behavior, but that behavior is interfering with B's satisfying some need of his or her own. It is now B who is frustrated, bothered, needful, or disturbed because of A's behavior. Consequently, at the moment B owns the problem.

In a relationship, three situations occur:

1. When another person (A) has a problem, he is thwarted in satisfying a need. It is not a problem for you because the other person's behavior in no tangible way interferes with your satisfying your own needs; therefore, the other person owns the problem.

2. When another person is satisfying his own needs, he is not thwarted and his behavior is not interfering with your own needs, therefore, there is no problem in the relationship.

3. When the person (A) is satisfying his own needs, he is not thwarted. But his behavior is a problem to you (B) because it is interfering in some tangible way with your satisfying a need of your own. Now you own the problem.



I engage in active listening and accept his or her decision.

She or he initiates communication.

I serve as a sounding board.

I initiate communication.

I send "I" messages.

I am interested in finding a solution that must meet my needs.

Continued

Continued

Active listening is most appropriate and helpful when the other person owns the problem, but often inappropriate when you own the problem. Active listening helps the other person find solutions to his or her own problems.

When you own a problem that is not really yours, you sense your own inner feelings of unacceptance. You begin to have inner feelings of annoyance, frustration, and resentment. "I" messages work best.

Source: T. Garden, Parent Effectiveness Training (New York, NY: David McKay Co., A Division of Random House, Inc. 1970)

CONCERN: **INTERPERSONAL RELATIONS**

MODULE: **CONFLICT MANAGEMENT**

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. Importance of Conflict Management	a. Determine potential conflicts for the following situations: (1) An employee quits because she or he cannot get along with the boss. (2) A supervisor gets fired because she or he intimidates, overpowers, and confronts others. (3) A teenager runs away because she or he cannot talk with his or her parents. (4) A woman stops seeing a friend because she cannot seem to forgive the friend for her actions. **Discussion Questions** •What are the conflicts? •What could have caused each conflict? •How can these situations be considered conflicts? •Why is managing conflict important?
		b. List conflicts you have experienced in the past 48 hours. Define conflict. (Conflict is an interpersonal situation in which there is a difference of opinion concerning goals or the means of accomplishing them. People bring their individual attitudes, value perceptions, and goals to each interpersonal situation.)
	2. Causes of Conflict	a. List common conflicts in the family and at work. Summarize why they are conflicts.
		b. View a television program or read an article involving conflict. **Discussion Questions** •What were the people in conflict about? •What was the outcome of the conflict? •What would be the worst possible result of this conflict? Best result?

- What would be different in this situation if the conflict had not occurred?
- Why should we be concerned about this conflict for ourself? Our family? Society? Community?

c. Identify common causes of conflict. Give examples.

Common Causes	Examples
Shared resources	Three secretaries share the same computer printer.
Task interdependence	An employee does not do his share of the workload.
Perceptions and values	One partner plays before working and the other partner works before playing.
Personal lifestyle and background	A female who grew up in a home in which women took care of the house marries a man who always helped around the house.
Role conflict	A parent has a work and a family obligation scheduled at the same time.
Communication failure	Divorced parents do not talk about child-rearing practices for their ten-year-old son, who lives with one parent in the summer and the other parent during the school year.
Unmet human needs	A teen does not feel loved.

d. Identify your roles and the roles of other family members. Give examples of when a family member's role outside the home interferes with meeting a family need creating conflict.

PROCESS SKILLS	CONCEPTS	STRATEGIES

Examples: Role of parent: Your child wants you to attend the school play tonight.
Role of worker: The boss asked you to work this evening.
Resulting conflict: You can either attend the play or work at the office.

3. Attitudes About Conflict

a. Agree or disagree with the following statements, justifying your responses.

(1) Conflict can be useful or harmful.
(2) Stress and frustration can escalate a conflict situation.
(3) Personal values, peer approval, and perception of a problem can heighten a conflict.
(4) Understanding human needs and causes for conflict can help a person better handle personal conflicts.

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

b. For each situation below, identify possible goals, values, and situational factors affecting the conflict.

(1) Kim has been working at the city offices for five months. Her coworker, Joanna, continuously stops at Kim's desk to chat about her family, work, and office happenings. Kim is having difficulty getting her work done.

(2) Don always insists on doing things his way, even if it's slower. His boss tries to show Don accurate shortcuts but Don doesn't listen. Their relationship becomes strained and eventually Don is fired.

(3) Grace requested that her children, Todd and Amy, do their homework after school and before she arrived home from work at 5:30 p.m. Todd kept informing Grace that Amy wasn't doing her homework. Lately Todd and Amy have been yelling at one another several times an evening.

Discussion Questions

- What happens when people hold different values and want things done differently?
- How do these factors bring about conflict?
- How do feelings about our own family group bring us into conflict with others?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		•How are conflicts caused by changing expectations or changing roles?
	4. Kinds of Conflict	a. Review **"Three Kinds of Conflict"** (p.254). Cite examples for each kind of conflict. b. From newspaper clippings, cartoons, and pictures, identify kinds of conflict being depicted.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	5. Outcomes of Conflict: •Constructive •Destructive	a. List some outcomes that result from conflict, such as divorce, suicide, war, drug abuse, guilt, happiness, and stronger relationships. b. List purposes that conflict may serve. (1) Calls attention to problems that need resolution (2) Stimulates interest and curiosity (3) Contributes to understanding of self and values (4) Increases motivation to deal with problems (5) Can bring about change (6) Can result in better decisions (7) Can result in healthier, deeper relationships c. Clip pictures from newspapers and magazines depicting people in possible conflict settings. Prepare two captions for each picture. One caption should attack the person pictured (destructive), and the other caption should attack the problem (constructive). d. Complete **"Constructive or Destructive"** (p.255). Discuss the probable outcomes.
	6. Handling Conflicts •Avoidance •Competition •Accommodation •Compromise •Collaboration	a. Use resources to identify techniques for handling conflict. b. Determine how you handle conflict by deciding how frequently you use each of the following techniques (always, frequently, occasionally, rarely, or never). (1) Avoid the person or situation

(2) Change the subject
(3) Joke about the conflict
(4) Apologize
(5) Give in and understand the other person's point of view
(6) Fight it out physically
(7) Bring in another person to make a final decision
(8) Reach a compromise
(9) Pretend to agree
(10) Debate the point

Discussion Questions
- How is the way you handle conflict affected by your experiences? Values? Goals? Skills?
- Are you comfortable with the way you handle conflict? Why or why not?
- What if everyone handled conflict the same way?
- What ways to handle conflict would you like your children to use? Why?
- When is each way of handling conflict appropriate?

Review **"Managing Conflict Model"** (p. 256). Discuss the win-or-lose concepts related to conflict.

c. Identify the method(s) used to handle the conflict in the following situations:

(1) Charlie Brown: "How come we only watch the programs you want to watch?"
Lucy: "Because I can hit harder than you!"

Charlie Brown: "This is a good program!"
(physical or verbal attack)

(2) Mr. and Mrs. Williams disagree on who should do household chores. Mr. Williams thinks that household chores are women's work, and even though Mrs. Williams has a full-time job away from home, he feels she should do them. Mrs. Williams decides to keep quiet, do the chores herself, and avoid communication with Mr. Williams.
(avoidance)

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(3) Mr. Fisk returns a radio to the ACDC Appliance store. The salesclerk

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indicates that it is company policy for returned items to be accompanied by the sales receipt. Mr. Fisk does not have his receipt. In a loud voice, he demands the right to return the radio. The salesperson decides that, rather than continuing the debate, he will take the product back without a receipt.
(accommodation)

(4) Two employees come to the boss disputing a work assignment. The boss listens to both employees and makes a decision in favor of one of the employees.
(competition)

(5) Contract negotiations for XYZ Company involved disagreement over wages and benefits. The accepted contract (1) increased wages 5 percent instead of the requested 8 percent, (2) decreased health benefits by having the employees, instead of the company, pay for spouse and family members, and (3) increased vacation leave by half a day per month.
(compromise)

(6) Lorna Jacobs, a single mother, obtained a job as an electrician. Because of her new job, she asked her three children, ages 7, 10, and 12, to help with the household tasks. The family met one evening to discuss who should do which tasks. Each member listed tasks they were willing to do and ones they disliked. Using that information, Lorna determined who was to do each task.
(collaboration)

d. Identify appropriate techniques for conflict resolution between each of the following people and yourself.

(1) Child
(2) Teenager
(3) Coworker
(4) Boss
(5) Employee
(6) Adult friend or family member
(7) Spouse

Discussion Questions
- Do certain ways of handling conflict lend themselves to certain people? Why or why not?
- What are the results of using each method?
- How does the win-or-lose concept affect the technique used? The feelings of the people involved?

7. Conflict Resolution Process

a. Review **"Conflict Resolution"** (p.257).

b. Invite a panel of labor management negotiators, counselors, ministers, and other resource people to discuss conflict resolution at the workplace and in the home. Compare and contrast the conflict resolution techniques used at the workplace with those used in the home.

c. Create a list of statements promoting conflict resolution.

(1) Perhaps this is not a good time to discuss this; I want to talk with you about this again tomorrow. Is that alright with you?
(2) I understand your concern but I want...
(3) I do not agree that my request is (unfair, too much...). I want...
(4) No, that is not what I meant. What I was saying is that I...
(5) Just repeat your statement as it was...

PR

d. Do **"Conflict Situations"** (p.258). Use practical reasoning to resolve each situation. For each alternative, discuss the effects for all people involved.

Discussion Questions
- What information needed to be acquired to resolve the conflict?
- How did values, goals, attitudes, and perceptions affect how the conflict was handled?
- What were the alternatives in resolving the conflict?
- What was the result of each alternative?
- If the conflict continues in each of the situations, what is the likely outcome? How will it affect the person? The family? The community?

e. Complete **"Resolving a Conflict"** (p.259) for a conflict you are experiencing.

8. Forgiveness

a. Respond to the following statements, justifying your responses.

(1) Forgiveness implies that the offense or injury somehow becomes a nonoffense.
(2) Forgiving is a positive way of disarming the power that the offense has over a victim's life.
(3) Forgiveness separates the wrongdoer from the wrong.

b. Using **"Stages of Forgiveness"** (p. 260), identify a character from a movie, a book, or a song lyric who fits in each of the six stages.

Discussion Questions
- How can each stage affect an individual's health?
- What impact do family members experience when another family member is blocked at each stage?
- What impact do fellow employees experience when an employee is blocked at each stage?

c. Using practical reasoning, determine what you would do if you were a coworker in the following situations:

(1) A fellow employee consistently blames himself or herself for everything that goes wrong. The department workers are taking advantage of this. What would you do?
(2) An employee experienced emotional stress and ridicule from a demanding alcoholic father during childhood. She now seems to project her internal rage toward middle-aged men. Her supervisor, who is 45 years old, is one subject of her anger. What would you do?

THREE KINDS OF CONFLICT

1.

Bodies or feelings get hurt.

HOW:

Physical violence or verbal violence.

(Both people do it.)

RESULTS:

Things are worse than they were at first.

Both people disrespect each other.

Both people disrespect themselves.

2.

One person gets hurt and the other one gets his way.

HOW:

One person uses physical or verbal violence.

The other person gives in or runs away.

RESULTS:

The disagreement gets settled....

BUT

Both people disrespect each other.

Both people disrespect themselves

3.

No one ends up being hurt.

HOW:

No one attacks anyone else in a physical or verbal way.

Each person says his or her feelings and thoughts about the disagreement.

Each person lets the other know that he or she is listening.

Suggestions for settling the disagreement are made and one is decided on.

RESULTS:

The disagreement gets settled, probably by a compromise.

Both people respect each other.

Both people respect themselves.

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CONSTRUCTIVE OR DESTRUCTIVE?

Directions: The following statements might be made during an interchange between persons. Identify each as either constructive (C) or destructive (D) by placing an X in the proper column. State what you believe will be the probable outcome of each interchange.

	C	D	Probable Outcome
1. "Tony, I love you very much but I do not like your behavior today."			
2. "I get terribly upset when I fix a meal and you can't get home from your friend's house on time to eat."			
3. "I know we've argued over this before, but I get anxious and worried when you don't come home on time. My feelings count around here, too, you know."			
4. "All you salespeople want to do is rip someone off so you can make a quick buck. Give me my money back."			
5. "When the baby won't stop crying, I about go crazy. I need some help in taking care of him."			
6. "Can't you do something right for once? You never do your work right. Then I get in trouble for it!"			
7. "You'll never make a good parent. You're too self-centered!"			
8. "Boss, I get angry when you blame me for everything that goes wrong. It's not always my fault. Why don't you want to hear my side of the story?"			
9. "You are a real slob! Your room looks like a real pigpen. Do you really enjoy wallowing in this mess?"			
10. "You are the worst Mom I ever heard of. None of my friends would want to say they were your child and I don't want to either."			
11. "John, you are a very personable employee and have many skills. Lately, I have noticed that your work has been inaccurate and sloppy. Let's talk about it."			

Source: Adapted from B. Dixon, Life Management Skills Curriculum Module: Resolving Conflict Project: 171-1554-4-1011 HE239BK84. (Pensacola, FL: The University of West Florida, 1984), pp. 13-14.

MANAGING CONFLICT MODEL

DOMINANT

COMPETITION

Advantages	Disadvantages
Is useful when quick action is required	Stops exploration of new approaches
Protects against those who take advantage of non-competitive behavior	Allows one to achieve at the expense of others
	Creates a win-lose situation
	Provides little commitment
	Is a temporary solution

COLLABORATION

Advantages	Disadvantages
Allows for mutual exploration of new approaches	Can be time-consuming
Provides mutual resolution	Requires participation from others
Fosters commitment	
Creates a win-win situation	
Permanent solution	

COMPROMISE

Advantages	Disadvantages
Permits each party to gain part of what it wants	Causes each party to lose part of what it wants
Usually provides a solution	Creates a situation where final solution may not be satisfactory to either party
	Allows that amount of concessions are usually not equal
	Creates a situation where usually the one with the most to lose if the problem is not resolved is forced to give up the most

SUBMISSIVE

AVOIDANCE

Advantages	Disadvantages
Is useful when risk outweighs gains	Restricts input
Postpones tension	Gives temporary solution
Is useful when others can solve the problem more effectively	May become win-lose
Is useful to postpone action until until more information surfaces	

ACCOMMODATION

Advantages	Disadvantages
Is useful to preserve harmony	Sacrifices your own point of view
Avoids disruption	Limits creative resolution
Prevents competition	Win-lose
Is useful when issues are not important to you	

NONSUPPORTIVE SUPPORTIVE

CONFLICT RESOLUTION

Step 1: Confront the Opposition

- Choose a time and a place that allow you and the other person to discuss the conflict.
- Openly communicate your views and feelings about the conflict.
- Clarify and explore both sides of the issues and the needs surrounding the conflict.

Step 2: Define the Conflict

- Focus on behaviors, not on personalities or emotions.
- Use "I" messages.
- Define the conflict as a mutual problem to be solved, not of a win-or-lose struggle.
- Describe the conflict in specific and concrete terms.

Step 3: Communicate Changes in Beliefs and/or Feelings

- Understand the differences between your position and the other person's.

- Express any changes in your beliefs and/or feelings.

Step 4: Communicate Cooperative Intentions

- Let the opponent know you wish to resolve the conflict.

Step 5: Take the Opponent's Perspective

- Detach yourself from your position to see the conflict issues from the opponent's perspective.

Step 6: Negotiate in Good Faith

- Be motivated to resolve the conflict.
- Understand the costs and the gains of continuing the conflict.

Step 7: Reach an Agreement

- Specify the joint solution.
- Include provisions for checking on how well the agreement is working.

Additional Tips on Conflict Resolution

- Use good listening skills.
- Use the other person's name throughout the discussion.
- Pinpoint the issue in question and stick to it. Don't resort to dredging up the past or to name-calling.
- Ask questions if you are unsure about meaning.
- Step back and put the issue in perspective.
- Make it possible for the other person to apologize and to ask for forgiveness and for you to do the same.

CONFLICT SITUATIONS

A number of conflict situations are briefly described below. Several possible actions you might take are listed. Place a "1" in front of the action you would be most apt to take. Place a "2" in front of your second choice. Continue numbering until all the given actions are ranked.

1. Your dating partner wants to go to a movie but you want to play miniature golf. Do you...
   ______ Insist on your own way
   ______ Give in and pout
   ______ Give in and enjoy yourself
   ______ Go nowhere

2. You tell your oldest daughter to clean the room she shares with a younger sister. Your daughter does not want to clean it. Do you...
   ______ Tell your youngest daughter to clean it
   ______ Clean it yourself
   ______ Arrange for both daughters to clean it
   ______ Order your oldest daughter to do as you requested
   ______ Give your oldest daughter extra allowance to clean it

3. A supervisor calls you in and accuses you of not cleaning up your work mess, even though he didn't see you leave your area without cleaning it. You did not put three tools away. Do you...
   ______ Threaten to report your supervisor to the head manager for making accusations without proof
   ______ Deny all charges
   ______ Admit your guilt
   ______ Tell the supervisor that your coworker left the tools
   ______ Get your coworker to tell the supervisor that you didn't leave the tools out

4. You discover that your coworker has told a secret of yours and now half the company employees know it. Do you...
   ______ Refuse to speak to or associate with your coworker
   ______ Tell a secret of your coworker's all over the company
   ______ Try to find out why your coworker betrayed your secret
   ______ Blow up and tell off your coworker
   ______ Tell others what a terrible person your coworker is

5. Your dating partner or spouse wants you to drink several glasses of wine or beers nightly with him or her. You are not interested in a nightcap. Do you...
   ______ Refuse to drink, but encourage your partner to go ahead
   ______ Refuse to be with your partner if she or he intends to drink
   ______ Give in and drink
   ______ Encourage your partner to not drink, but drink occasionally with him or her

RESOLVING A CONFLICT

Directions: Select a conflict you are experiencing. In the appropriate box, write the factors that are either acceptable, negotiable, or unacceptable to you.

Acceptable to me

Area of negotiation--no problem to me

- -

Area of negotiation--problem to me

Unacceptable to me

To lower the negotiation line, try

- Listening
- Changing yourself
- Changing the environment
- Sending "I" messages

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p. 424.

Stages of Forgiveness

DENIAL

Can't accept
having been hurt

SELF - BLAME

"If only I....."

VICTIM

Catch basin of
hurts. Need to
mourn.

INDIGNATION

Can identify
source. Makes
"global" judgments:
"All men ....."
"All women ...."

SURVIVAL

Can acknowledge
what happened.
Accepts pain.
Reaches out to
others in pain.

INTEGRATION

Final letting go..
past hate.
Understands what
forgiveness is
and is not.

from Sidney and Suzanne Simon

CONCERN: INTERPERSONAL RELATIONS

MODULE: SUPPORT SYSTEMS

FACT 1.34

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Purpose of Support Systems	a. Respond to the following summary of a research study conducted by social psychologists Robert Caplan and Amiram Vinokur. Justify your response. (1) When a person important to an unemployed individual provides reinforcement for the unemployed individual's own **belief** that engaging in particular job-seeking activities is worthwhile, that reinforcement itself is extremely important in encouraging the actual **behavior** of job-seeking. (2) General support and caring does not have an effect on job-seeking behavior but is important in softening the depressing emotional effects of an unsuccessful job search. (3) Support of a spouse or of close friends targeted to encourage job-seeking activities is effective in promoting that behavior. (4) Support of a spouse or of close friends can enhance an unemployed person's emotional resilience and increase motivation to work hard to find another job. (The Institute for Social Research Newsletter, pp. 4-5 and 8)
PROBLEM	2. Problems Families Have for Which They Seek Help	a. Using newspapers, find articles about families with problems. Categorize the problems according to whether or not you would seek help if you were a member of that family. Share your categories with the group. Discuss how the identified problems in each category differ among group members. b. In small groups, list concerns that one of the following types of families may have: (1) Single parent

(2) Family with an unemployed breadwinner
(3) Family with a handicapped family member
(4) Blended family
(5) Dual-career family

Classify the problems into categories of (1) those to be solved individually and (2) those to be solved with support. Compare and contrast the different problems faced by the different types of families. Save the lists for later use.

Discussion Questions
- Which problems are faced by all families?
- Which problems are unique to a particular type of family?
- What are the consequences of not addressing any of the problems?
- What values, goals, and factors affect how a family addresses a problem?

3. Factors Affecting Seeking Support

a. List factors that might deter families from obtaining outside support for problems, possibly including

(1) Embarrassment, not knowing what help is available or from where
(2) Lack of recognition that others might have the same problem
(3) Lack of realization of the need for help
(4) Desire to not admit "failure" or inadequacy
(5) Cost of professional services
(6) Resistance to advice
(7) Fear of the lack of confidentiality
(8) Denial that a problem exists

Classify the factors into value categories (economics, health and safety, intellectual).

b. Discuss how seeking help can be made acceptable and how it can bolster feelings of self-worth.

4. Resources Available to Assist

a. From the types of problems brainstormed in 2-b earlier, chart types of resources available.

Families

Problem	Resources Internal Family Support	Informal Support	Community Support
Rebellious teenage son	Parents; Cousin with a teenager	Minister; School counselor	Parent support groups; "Tough Love" chapter

b. Review **"Toll Free Numbers"** (p. 266). Develop a list of community support agencies and their phone numbers for the group to use.

c. Visit community support agencies. Collect pamphlets to display on a bulletin board.

d. Using information from class, develop a pamphlet or bulletin about support systems for single people or unemployed people.

5. Self-Nurturance

a. List ways to nurture yourself.

6. Support Group

a. Define "support group" and "support system." Distinguish between the two.

Want to have	Don't want to have
acceptance	control
trust	blame
safety	pity
cooperation	judgment
someone to listen	advice
opportunity to network	feelings of being a scapegoat
feedback	
fun	
feeling of hope	
ventilation of feelings	

c. Identify support groups in your community. List specific needs that each support group can fulfill. Determine the specific times and the situations

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

in which these support groups can be of value.

d. Analyze each of the following statements, identifying the cultural reason for the statement and the impact of the reason on family members.

  (1) A good family should handle its own problems.
  (2) It's harder to give support than to receive it.
  (3) Support groups don't have to look a certain way--they just have to work.
  (4) Support groups do not change people, but they provide an experience and an environment in which people can choose to change.

7. Support Systems

a. Complete **"My Support Systems"** (p. 267).

b. Review **"Support Satellites"** (p. 268). Chart a satellite map of your support system. To complete the map

  (1) Place satellites at appropriate distance from self.
  (2) List major persons in each satellite.
  (3) List five adjectives to describe each person in each satellite.
  (4) Describe how each person is supportive or nonsupportive.
  (5) Decide whether or not other satellites are needed.
  (6) Determine if any satellites are weak in that too few people are included.

c. In groups of two to five, read one of the **"Support Network Case Studies"** (p. 269). Construct the support system for the case study.

Discussion Questions
- Which people mentioned in the case study could the family go to for help?
- Are they part of a formal or a personal support system?
- Who else, including institutions, could the family go to for help?
- How can the support system help the family deal with the problem discussed?
- What would happen if another conflict arose?
- Would the family have to look to other people and institutions for help?
- How can you apply any part of this activity to your daily life?

- Why do you think a person's support system changes from problem to problem?
- Can you think of any way that you can make your support system work better for you?

PR

d. Using practical reasoning, solve the following problems:

(1) You have moved to a new community in order to accept a new job. Your job is taking excessive work time as you get acclimated. You are a single parent with two children, ages three and eight. Determine those support systems you may have left behind. Consider how you can establish new support systems to help you.

(2) Last week, your Aid to Dependent Children (ADC) caseworkers called and set up an appointment with you to reevaluate your situation. When you arrived at your appointment today, you were told that the caseworker was not there and was on vacation for two weeks. What do you do?

Source: The Institute for Social Research Newsletter (Ann Arbor, MI: The University of Michigan, Autumn 1986)

TOLL FREE NUMBERS

STATE AGENCIES

Agriculture Economic Information Center	1-800-282-1955
Acquired Immune Deficiency Syndrome (AIDS) Hotline	1-800-342-2437
Attorney General Public Action Line	1-800-282-0515
Auditor of State	1-800-282-0370
Business Permit Center	1-800-248-4040
Consumer's Counsel	1-800-282-9448
Drug Abuse Prevention	1-800-638-2045
Economic and Community Development	1-800-282-1085
Energy Saver Hot Line	1-800-247-3940
Environmental Protection Agency	1-800-282-0270
Food Stamp Hot Line	1-800-282-1190
Home Energy Assistance Program	1-800-282-0880
Insurance Hot Line	1-800-282-4658
Just Say NO: Stopping Drug Abuse	1-800-258-2766
Legislative Information	1-800-282-0253
Narcotics Anonymous	1-800-451-3000
Nursing Home Ombudsman Program	1-800-282-1206
Ohio Displaced Homemaker Network	1-800-628-7722
Ohio Energy Credit Program	1-800-282-4310
Occupational Safety and Health Administration (O.S.H.A.) Worker Safety Consultation	1-800-282-1425
Parents Anonymous	1-800-421-0353
Public Utilities	1-800-282-0198
Public Welfare	1-800-282-1190
State Income Tax	1-800-282-1780
Taxation	1-800-282-1780
Travel and Tourism	1-800-282-5393
Women's Information Center	1-800-282-3040
Worker's Compensation	1-800-282-9536

FEDERAL AGENCIES

Auto Safety Research Center	1-800-424-9393
Conservation and Renewable Energy Inquiry and Referral Service	1-800-523-2929
Consumer Product Safety Commission	1-800-638-2772
Housing and Urban Development (HUD) Discrimination Hotline	1-800-424-8590
Interstate Commerce Commission	1-800-221-1014
Internal Revenue Service (I.R.S.) Northern Ohio	1-800-424-1040
Internal Revenue Service (I.R.S.) Southern Ohio	1-800-424-1040
National Council on Child Abuse and Family Violence	1-800-222-2000
Occupational Safety and Health Association (O.S.H.A.)	1-800-582-1708
Runaway Hotline	1-800-448-4663

OTHER

Ohio State Legal Services Association	1-800-282-3596
National Child Abuse Hotline	1-800-422-4453
National Health Information Service	1-800-336-4797

MY SUPPORT SYSTEMS

List three people--in your home, at school, at work, or in other worlds--who either do or could fulfill one of these functions for you.

I. Listening (someone who listens without giving advice)

A.

B.

C.

II. Technical Support (someone who is an expert in any field and is honest e.g., teachers, boss at work, parents of friends)

A.

B.

C.

III. Change support (someone who helps you to see how you could improve yourself)

A.

B.

C.

IV. Emotional Support (someone willing to be on your side in a difficult situation even if he or she is not in total agreement with what you are doing)

A.

B.

C.

V. Emotional Challenge (a friend who questions your excuses)

A.

B.

C.

VI. Sharing Social Reality (someone who shares your feelings and ideas)

A.

B.

C.

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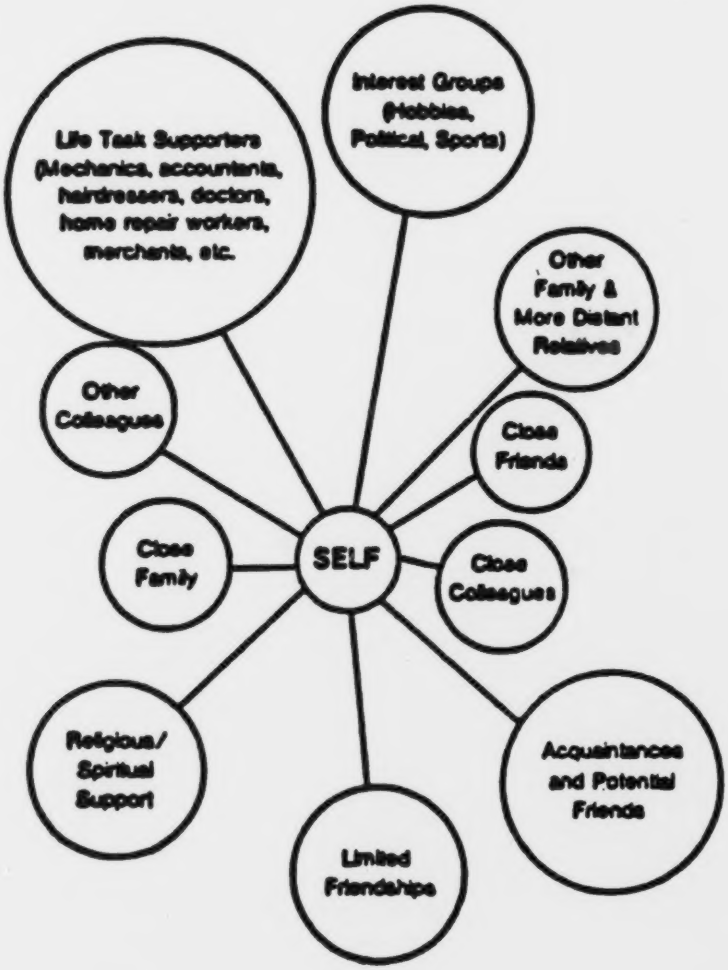
SUPPORT SATELLITES


Interest Groups (Hobbies, Political, Sports)
Life Task Supporters (Mechanics, accountants, hairdressers, doctors, home repair workers, merchants, etc.
Other Family & More Distant Relatives
Other Colleagues
Close Friends
Close Family
SELF
Close Colleagues
Religious/ Spiritual Support
Limited Friendships
Acquaintances and Potential Friends

Source: Diane Frey and C. Jesse Carlock, Enhancing Self-Esteem (Muncie, IN: Accelerated Development Inc., 1984), p. 51.

SUPPORT NETWORK CASE STUDIES

The Robert Jones Family (case study)

Robert Jones' wife died recently, leaving him with three children to rear: Robert Jr., thirteen; Mary, eleven; and John, nine. Both Robert's parents and his sister-in-law have offered to take over the care of the children in their homes, but Robert feels that he is able to care for the children himself. Besides, after such a loss, he feels that he needs the children as much as they need him, and he has no intention of becoming a weekend father. When his wife was alive, Robert was very active in caring for the children. When they were babies, he had learned along with his wife how to feed and bathe them and had taken his turn changing diapers and walking them when they woke up at night.

Today, Robert learned from his boss that he would have to work the late shift. The late shift is from four o'clock in the afternoon until midnight. This means that although Robert will be at home to get the children off to school and will be there when they return home, he will not be with them from about three-thirty in the afternoon until about twelve-thirty at night. Robert's boss has indicated that this change in shift is temporary.

Charlotte Cooper (case study)

Charlotte Cooper's husband deserted his family about three months ago. Charlotte was unemployed when her husband left and is currently receiving public assistance for herself and her five children. The children are 3, 5, 6, 9, and 12 years of age. Although Charlotte never considered her family wealthy, her husband was able to provide more money for the family to live on than they are able to get from welfare. Charlotte feels depressed most of the time because of the separation from her husband and her seeming inability to provide her children with all that she feels they need.

Charlotte has considered finding a job. She never finished high school and the only job she ever had was as a part-time salesclerk in a department store. She married when she was 16 because she was pregnant. Her husband was a high school graduate. Charlotte has never worked at a full-time job because her husband had not wanted her to work or to complete her high school education after they were married. He expected her to stay at home and take care of the baby and the house. At this point, she is not even sure of how to go about finding a job or deciding what work she is skilled for or if she has any skills at all.

Charlotte worries about how the children will manage if she is not around to care for them. The washing, ironing, shopping, and other household chores to be done make her day seem endless. In addition, Charlotte feels she must walk the school-age children to school in the morning and pick them up in the afternoon. They are never allowed to play in the park down the street unless she goes with them.

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Charlotte is an avid churchgoer. She and the children go to church every Sunday. Visits from her aunt and two other women who live in the same building form another social outlet. Mrs. Cooper's third social outlet is with the public school her children attend. She is the class mother for her nine-year-old child's class, and she often accompanies the class when they go on trips. The teachers at the elementary school all think highly of Mrs. Cooper and have complimented her often on the way she interacts with all the children when she is in the building. In fact, several teachers have mentioned the adult education program in the district as something Mrs. Cooper might look into. She has considered it but believes that going to classes and studying would be very difficult for her at this time. She feels that returning to school would take time from her household chores and from meeting the needs of her children. Yet, she is concerned about their lack of money and not being able to make ends meet.

Jane Ames (case study)

Jane Ames is 40-years-old and has two sons, Steven Jr., 12, and Joseph, 6. She has been separated from her husband for about six months. Both Jane and her husband feel certain that their separation will lead to a divorce. Neither Jane nor her husband has any bad feelings toward the other and both are trying hard to arrive at a divorce settlement that is acceptable to them and the children. Jane's mother and father were very upset when they heard that their daughter had separated from her husband and have been pressuring the couple into trying to "save" their marriage. Jane's parents feel that Jane and her husband are being selfish and thinking only of themselves.

Jane completed two years of college before she got married and worked as a secretary before her first child was born. Since her separation she has gone back to work, but because she has been out of the job market for about 13 years, her secretarial skills are rusty and she is not familiar with the new office equipment. She is currently working in the secretarial pool of a large pool of a large firm several miles from her home. Although her salary is low, she feels that she will be able to get a better-paying position in the company once her skills improve.

Before Jane and her husband were separated and she went back to work, she ran an efficient household. She was proud that her husband and her children ate well and that the house was always clean and comfortable. She even had time to participate in outside activities that gave her satisfaction.

Since she has gone back to work, she feels there aren't enough hours in the day. When she gets home from work, she rushes to prepare dinner for herself and the boys. There's always laundry to do, and the beds never get made anymore. Both boys constantly complain about having to make their own lunches and have made no effort to pick up after themselves. On more than one occasion Jane's mother-in-law has offered to come over to prepare meals for Jane and the children. Jane had thought this would be helpful, but the boys created such a fuss about not liking their grandmother's cooking that Jane now refuses her mother-in-law's offers.

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Because she has had to work and take care of the house, Jane has had no time to participate in her outside activities or to practice her office skills as she had planned, and she feels tired all the time.

The Maggie Smith Family (case study)

Maggie Smith has been separated from her husband for two years. It is not likely that they will ever be reunited. When they were first separated, Maggie's husband, John, sent support payments regularly, but recently the support payments have not been coming as regularly. When they come, the amount is not enough to support Maggie and the children, Sally, 6, and John, 4. John and Maggie have quarreled about this on several occasions, and Maggie has threatened to forbid John from seeing the children and to take him to court.

To supplement her support payments, Maggie has decided to go to work. Several months ago, Gail, a single parent in the complex where Maggie lives, told her of a job training program that she was in and encouraged Maggie to go with her. Maggie took her friend's advice and enrolled in the program. In the morning, while Maggie was receiving training, Gail's mother watched Maggie's children. At the time, Maggie's daughter, Sally, was attending first grade and John was in the Head Start program in the complex. The care arrangement worked well. Gail's mother cared for John all morning then picked up Sally at noon and took John to Head Start for the afternoon. Maggie picked up Sally from Gail's mother's house at about 1:30.

Maggie's sister has been encouraging Maggie to be more independent and not rely totally on John's support payments. She has also asked Maggie to come live with her and her husband and children. Maggie's feeling is that her sister's home is not large enough to accommodate her and her two children and that living in cramped quarters might create friction. She prefers the privacy of her own home.

Maggie finished her training and has recently gotten a job at a hospital. As a new employee, she has to work the evening shift from 3:00 in the afternoon until 11:00 at night. Gail's mother will no longer be able to care for Maggie's children because her own family arrives home in the afternoon and she would like to devote all of her time to them. John, Maggie's husband, has said that he wants her to stay home with the children and not work. Her friend Gail has indicated that she will care for the children from 6:00 in the evening until Maggie gets home, if Maggie can find someone to care for them from 3:00 p.m. until 6:00 p.m. Maggie has considered leaving Sally and John at home until Gail can come over, but she is afraid that something might happen to them.

Source: Florence Cherry, A Facilitator's Guide to Working with Single-Parent Families, (Ithaca, NY: Cornell University), p. 16-22.

CONCERN: WORK

MODULE: MYTHS AND REALITIES OF BEING EMPLOYED

FACT 1.41

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. Attitudes Toward Employment	a. Give your comments and advice to people who make the following statements: (1) I thought everything would be perfect once I found a job to pay the bills. (2) My house is a mess. My kids don't help clean. I just don't have time to have a neat house like I used to have. (3) I just got a new job but have less money for household expenses after I take out the babysitter's fee and the additional gas money. (4) Women soon learn that you can't rely on men to do a job right. If you want something done right, you have to do it yourself. (5) Why can't women do women's work? You know...stay at home and raise kids!! (6) I sure don't want to hire a woman. They get pregnant, stay home when their kids are sick, and are always calling home.
	2. Trends in Male and/or Female Employment and Homemaker Roles	a. List TV shows from the 1950's, 1960's, 1970's, and 1980's. For each show, identify the main characters and what they did. Discuss how media images reflect societal trends in male and female employment and homemaker roles. **Discussion Questions** •What messages are sent about the kind of work men should do? Women should do? •What messages are sent about combining work and family? •How accurately do the shows represent real life? •What changes in male and female employment do you see in the past 20 years? b. Develop a family work history of your grandparents, your parents, and your generation. Discuss the societal trends in employment and homemaker roles.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		c. In small groups, create a TV show for the year 2005 that depicts what you think male and female employment and homemaker roles will be. Include the show's title, main characters, and general plot and the characters' lifestyle, employment, and home life. Share your TV show with the rest of the group. **Discussion Questions** •How do you think you will accept the roles depicted in the TV show? •Are the roles in the show ones you want today's children to experience? Why or why not? •How will society accept these roles?
		d. Do **"The World I Live In"** (p.277). **Discussion Questions** •How does the world I live in compare to the TV world? •What are the realities of the world in general? •What are the realities of my specific situation?
	3. Employment Myths and Realties •Male •Female	a. Review **"Employment Myths and Realities"** (p.278). **Discussion Questions** •What do you think government should do to make life easier for working people and their families? •What do you think business should do to make life easier for working parents? •What do you think men should do to help women? •What do you think women should do to help men? •What do you think women should do to help women? Men to help men?
		b. Do **"Is Parenthood a Lifetime Job?"** (p.280).
	4. Employment Versus Unemployment	a. Divide a paper lengthwise into two columns. In small groups, list the advantages of employment in one column and the disadvantages of employment in the second column. Individually, rank the advantages in order of importance (1 being most important), then rank the disadvantages. As a small group, rank the advantages, reaching consensus among group members;

PROCESS SKILLS	CONCEPTS	STRATEGIES

then rank the disadvantages. Share information among groups.

Discussion Questions

- What affected your ranking of advantages and disadvantages? Values? Situation? Family?
- How did your group reach consensus?
- What advantages and disadvantages were common among the groups?
- How can advantages become disadvantages, and vice versa?

b. List similarities and differences among the types of unemployed people. Consider societal attitudes toward the unemployed, expectations of the unemployed, and unemployed individuals' level of interest and activity in becoming employed.

c. Discuss consequences of employment and unemployment for yourself, your family, and society. Consider the impact on the self, the family, and society when the unemployed individual is (a) one of many unemployed versus (b) one of the few unemployed.

5. Psychological Costs and Benefits of Employment

a. List the psychological costs of employment, such as time demands, and the psychological benefits, such as friendships. Individually, rank the psychological costs according to their importance to you (1 being most important). Repeat the ranking process for the psychological benefits.

b. Evaluate the following work situations according to the psychological costs and the psychological benefits. Justify which choice you would make for each situation. List and evaluate other work situations.

(1) Full-time versus part-time work
(2) Employment outside the home versus employment at home (working for an outside employer)
(3) Personal home-based business versus employment at a business
(4) Part-time work versus unpaid employment

c. Read "**Elaine's Dilemma**" (p. 281). Using practical reasoning, decide if Elaine should work. Consider the psychological costs and benefits of working. Analyze the alternatives and their consequences for Elaine, her children, and society.

6. Superperson Syndrome

a. Define "supermom" and "superdad". List reasons why working people try to be "superpeople."

b. Complete **"Becoming Realistic: Scaling Down the Supersyndrome"(p.282).**

c. Develop a list of self-talk affirmations reflecting realistic expectations of combining work and family.

(1) "Overwhelmed" does not mean "inadequate."
(2) My family relationships are more important than cleaning house.
(3) Each day I notice things my partner or children do to help and I let them know that it helps.
(4) I have a right to expect my family to share in keeping up our home.
(5) I do enough. I am enough.

7. Realistic Expectations

a. Speculate on the hourly pay rate that someone in your community receives from the following jobs. Contact local employers to find out the actual hourly rate for each job. Compare your speculations with the actual figures.

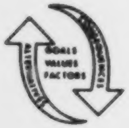
(1) Factory worker at local plant
(2) Factory worker who has been there for 10 years
(3) Factory worker who has been there for 20 years
(4) Factory worker who has been there for 30 years
(5) Beginning apprentice with a plumber
(6) Plumber who owns the business
(7) Secretary in a community agency office
(8) Legal secretary
(9) Loan officer with a bank
(10) Bank teller
(11) Beginning teacher in the system
(12) Teacher with a master's degree and 10 years' teaching experience
(13) Teacher with a master's degree and 20 years' teaching experience
(14) Teacher with a master's degree and 30 years' teaching experience
(15) Beginning waitress at first job
(16) Waitress with 10 years' experience

(17) Waitress with 20 years' experience
(18) Telephone operator
(19) Telephone supervisor
(20) Housekeeper at a motel
(21) Housekeeper supervisor at a motel

b. Discuss the realities and your expectations of each of the above positions.

c. Discuss the roles you feel you are expected to play on the job.

d. Determine how you would respond to one of the following job situations, identifying the values portrayed, the available alternatives, and the probable consequences of each action.



(1) You are expected to make coffee each morning.
(2) Your female boss asks you to pick up her children at nursery school.
(3) Your boss asks you to rearrange the furniture in the office.
(4) You are "docked" in pay when you have to pick up your sick child at school.
(5) A colleague complains to the boss when you are late each morning for work. You are late because you have to drop your daughter off at nursery school. The school opens at 7:45 a.m. and you are to be at work by 8:00 a.m.
(6) You are passed over for a promotion because your colleague is married, has a family, and needs the money associated with the promotion more than you.
(7) You find it hard to concentrate on your job because you had little sleep the night before. It was your turn to sit with your 16-year-old handicapped son, who had an asthma attack.
(8) A colleague refuses to take his or her turn working on Sunday because of family obligations.
(9) An aging parent who lives with his or her son insists on calling the son several times a day. This is quite an annoyance to the son's boss, since he has to be called from a distance to the phone.

e. Interview three workers to see if and how their work or family roles had to change in order to achieve good job performance.

THE WORLD I LIVE IN

Directions: Put your name at the top of the list and then write the names of nine acquaintances of any age.

Name	A	B	C	D	E	F	G	H	I	J
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

If the statements below apply to any of the names above, mark as indicated below the appropriate box.

In box A:	Check the people who live in a home in which the man has a job outside the home and the woman is a full-time homemaker.
In box B:	Check the people who are divorced or, if living with their parents, have parents who are divorced.
In box C:	Check the people living in a single-parent household.
In box D:	Check if that single-parent household is headed by a woman.
In box E:	Write the number of children living in each household.
In box F:	Place a P if the mothers in that home work part-time and an F if they work full-time.
In box G:	Place a check if there are children in that home who are in grade school or high school.
In box H:	Place a check if there are children in that home under the age of 6.
In box I:	Write the job title for those women who work outside the home.
In box J:	Write a C if you think the family could live comfortably on the mother's income, and an NC if you don't think they could. If you are not sure, you might look up the average salary for that job in your local classified ads or ask someone who might know what that type of job would pay.

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EMPLOYMENT MYTHS AND REALITIES

Myth: A woman's place is in the home.

Reality: Homemaking in itself is no longer a full-time job for many people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that nine out of ten women will work outside the home at some time in their life.

Myth: The more education a person has, the greater amount of money he or she will make.

Reality: A person's educational level is not necessarily a predictor of income. Education typically provides a better background to obtain the desired job and greater career flexibility. However, many skilled trade jobs pay a higher salary than some professional positions.

Myth: Women aren't seriously attached to the labor force; they work only for extra pocket money.

Reality: Of the nearly 50 million women in the labor force in 1985, two thirds were working because of pressing economic need. They were either single, widowed, divorced, or separated, or had husbands whose incomes were less than $15,000 a year.

Myth: Most people dislike their jobs.

Reality: No one enjoys every single aspect of a job. Many people tend to talk about portions of their work that they dislike because they are bothered by those situations or activities. The things they like are accepted and tend to be discussed less frequently.

Myth: Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Reality: Jobs, with extremely rare exceptions, are sexless. Tradition rather than job content has led to labeling certain jobs as "women's" and others as "men's." In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14 of the aptitudes, that women excel in 6, and that men excel in 2.

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Myth: Individuals are aware of skills they have.

Reality: Most people have more skills than they realize. Only through experience and evaluation can people become aware of the skills they have.

Myth: Skills are not transferable to other jobs.

Reality: Many of the same skills are used in many different jobs. Skills developed for one job can be transferred to another.

Myth: Skills should be learned in an educational setting.

Reality: People are born with various skills. They develop skills in educational settings, on jobs, and in other experiences.

Myth: Women don't want responsibility on the job; they don't want promotions or job changes that add to their load.

Reality: Women, like men, do cope with job responsibilities. More women are being offered positions of responsibility. In 1982, 25 percent of all working women had professional, technical, administrative, or managerial (except farm) jobs.

Myth: Women don't work as long or as regularly as their male coworkers; their training is costly and largely wasted.

Reality: A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a work-life expectancy of 29 years, as compared with 39 years for the average male worker.

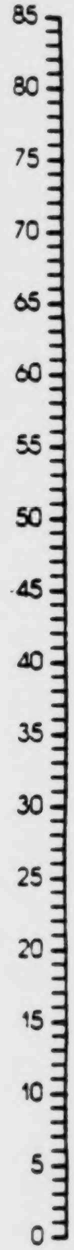
Myth: Women are out ill more than male workers; they cost the company more.

Reality: A Public Health Service study shows little difference between women's and men's absentee rate due to illness or injury.

Myth: The employment of mothers leads to juvenile delinquency.

Reality: Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Where or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care that is of major significance.

IS PARENTHOOD A LIFETIME JOB?



Directions: Ask yourself the following questions to help visualize your life. Start with the question 1 at the bottom, drawing a line from the question to the point on the graph that corresponds to your answer. Continue with questions 2-6. Then complete the summary statements at the bottom of the page.

6. What age will you be when your last child graduates from high school?

5. What age will you be when your last child enters high school?

4. What age will you be when your last child enters junior high?

3. What age will you be when your last child enters kindergarten?

2. At what age do you expect to have your last child?

1. At what age do you expect to have your first child?

SUMMARY

From the time I am _______ until I am _______ years old, child care could take a high percentage of my time. That equals a total of _______ years.

The most time-consuming aspects of child care should be completed by the time I am ______ years old.

By the time I am ______ years old, my children will have left home.

If I live to be 76, the average life expectancy for women, I will have ______ years to fill with commitments other than parenting.

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ELAINE'S DILEMMA

Elaine has recently divorced after eight years of marriage. She has custody of her three children, ages 2, 5, and 7. Elaine has been a homemaker throughout her marriage. Since the divorce, she has been unable to pay all the bills, buy clothing that she and the children need, and obtain adequate, affordable health insurance. Her ex-husband is late in paying child support.

Elaine isn't trained for any occupation. She took typing and shorthand in school but her skills are outdated and she really can't compete with today's highly skilled secretary.

Elaine decided to look for a job. After about a month of searching, Elaine found a job as a clerk in a local clothing store. She will receive a discount of 20 percent on all clothing purchased. She is to start work on Monday and will be paid minimum wage. Since Elaine is the "new girl," she has odd hours and rotating shifts. Some weeks she will work 20 hours and some 40 hours. The store does not pay health insurance but has a group plan she can pay at a reduced rate.

Review all the information given on costs of employment and answer the following questions:

1. What additional costs will Elaine encounter because of her employment?
2. What effects will Elaine's employment have on her family? Can these effects be a cost factor even though money may not be involved?
3. What effects will her employment have on Elaine? Can these effects be a cost factor even though money may not be involved?
4. Is the cost factor of Elaine's employment almost as much as or more than her earning power?
5. Will the 20 percent discount on clothing cause Elaine to change her values on clothing and purchase more than they can really afford?
6. Decide whether Elaine should begin her employment. Be certain to consider benefits to Elaine and her family as well as the cost factors involved.

   What should Elaine do?
   What information should Elaine obtain before making a decision?
   What would you do if you were Elaine?

BECOMING REALISTIC: SCALING DOWN THE SUPERSYNDROME

Directions: A list of myths about the superperson is given below. For each myth, list a more realistic expectation you have and a way to achieve it.

Myths	Realistic expectation	How could you achieve this?
1. Excel at a career Example:	I can do my best in my career.	I will work hard during regular working hours.
2. Have a high-paid, full-time career		
3. Have a good marriage		
4. Have a supportive, successful spouse		
5. Take full responsibility for the children		
6. Have children who are always intelligent, clean, respectful, creative, and physically and emotionally healthy		
7. Keep the home in perfect order		
8. Be available for friends and family members at any time		
9. Take part in community activities		
10. Be a community leader		
11. Entertain lavishly and often		
12. Take part in a sport		
13. Always be well dressed and perfectly groomed		
14. Never get sick or tired		
15. Remember the first name, birthday, and other important information of every person met		
16. Others:		

CONCERN: **WORK**

MODULE: PERSONAL BARRIERS TO EMPLOYMENT

PROCESS SKILLS | CONCEPTS | STRATEGIES

1. Barriers to Employment

a. Read **"Dear Applicant"** (p.287). Share examples of similar situations that you or people you know have experienced.

Discussion Questions
- Why did Applicant not get a job?
- What is Applicant's real problem?
- Why do you think this is a problem?
- Do many people share this problem?
- What could Applicant do about finding a job?

b. Identify the barriers expressed in the following joke:

Foreman: Do you think you are fit for really hard labor?
Applicant: Well, some of the best judges in the country have thought so.

2. Examples of People Who Have Overcome Barriers

a. Research one or more of the following people by gathering information on the individual's birth and death dates, profession, contribution to society, and obstacles overcome. Chart your research. Look for patterns related to dates, profession or career, events, and social climate in history. Categorize the types of obstacles the individuals overcame.

Females	Males
Amelia Earhart	Wilbur Wright
Louisa Alcott	Walt Whitman
Susan B. Anthony	Martin Luther King, Jr.
Helen Keller	Stevie Wonder
Harriet Tubman	Abraham Lincoln
Madame Curie	Louis Pasteur
Margaret Thatcher	Daniel Boone
Sally Ride	Babe Ruth

Carol Burnett
Woody Allen

Discussion Questions
- What patterns emerge in the lives of the heroes and heroines?
- What obstacles seem to belong together?

3. External and Internal Personal Barriers to Employment

a. List the barriers that job seekers sometimes see as being in the way of their job search. Divide the list into external and internal barriers.

External
- Child care
- Transportation
- Schedules
- Wardrobe
- Family
- Work history
- Safety
- Money for resumes, phone calls, and newspapers
- Availability of jobs

Internal
- Education level
- Skills
- Fears
- Health
- Appearance
- Goals
- Race, gender, and age
- Personality characteristics
- Self-esteem
- Work experience and habits
- Unrealistic expectations

b. In pairs, determine possible external and internal barriers to the goal each person has below. Share your results with the other group members.

(1) Janet wants to pass the General Educational Development (GED) Test.
(2) Don wants to improve communication with his children.
(3) Steve wants to get a job that pays at least $8 an hour.
(4) Cathy wants to get a promotion this year.

c. Do **"Identifying My Personal Barriers to Employment"**(p.288). Save it for later use.

d. Invite a panel of successful community leaders, employers, employees, and graduates of the program who have overcome obstacles to talk with the group about the barriers they experienced and how they overcame them.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	4. View of Self Affects Perceived Barriers	a. State what you would say to people who made the following comments, justifying your responses. (1) I'll never get a job. Nobody will hire a 45-year-old woman! (2) I don't have any experience. Who wants to hire someone who hasn't worked for ten years? (3) I wouldn't even hire me! I haven't done anything worthwhile. (4) My schedule doesn't leave me enough time to go to work. By the time I clean house, take care of the kids, and do all my volunteer work, the day's gone. (5) I don't understand why the phone company won't hire me. A person doesn't need a high school diploma to do repair work! b. In a small group, compile a list of positive ways employees can build self-esteem at work. Make a list of negative ways employees can lower self-esteem. Change negative ways to positive ways. (Example: A waitress already overburdened with work is told by the boss, "Hurry, there are people waiting." To raise her self-esteem, the statement could be changed to "Maria, I see you are extremely busy. May I help you by...?") Share lists with others in class. c. Reflect and respond to the statement "It has been said that some people are unemployed because they have such a negative self-image that they never ask for a job."
	5. Removal of Barriers	a. Alter each comment below so it changes the way the person views himself or herself. Example: Change "I'm an autoworker for General Motors" to "I'm a person with skills that can be used by General Motors, IBM, a small machine shop, or a plastics manufacturer." (1) Teacher: "All I can do is teach." (2) Union shop steward: "I don't have any supervisory experience. I just work production." (3) Homemaker: "All I've done for 12 years is clean house and raise money for charity organizations."

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		b. Using practical reasoning, do **"Barrier or Opportunity?"**(p.291).
		c. Compile a list of ways to overcome barriers, including self talk, actions, and resources. Share it with the entire group.
PR		d. Use practical reasoning to develop the **"Employment Plan of Action"** (p.292). In pairs, share your barriers and the steps to remove each barrier. Solicit support from your partner to overcome the barrier. Determine where and how the partner can assist you in your action steps.

"DEAR APPLICANT"

Dear Applicant:

Today you came to me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that people your age can't find jobs.

But I hired someone your age today. You saw the person. What was so special about the individual? Not experience; neither of you had any. It was attitude, Applicant. A-T-T-I-T-U-D-E. This individual worked hard at impressing me. That is where the individual edged you out.

The person I hired wasn't dressed in Sunday clothes, but was clean, neat, and had gotten a haircut. The individual filled out the application form neatly and complete--even without asking me for a pen! This person had a Social Security card and other basic identification for me when I asked for it. The best part was that the individual knew what a reference was.

It was so nice to interview the person. The person arrived ahead of schedule and didn't chew gum or smoke while interviewing. In fact, the individual didn't even keep looking at a watch, giving me the impression that there were more important things to do.

The individual took the time to find out how we 'operate' here, and what the day-to-day tasks would be. Some of the information was obtained in researching our company ahead of time.

The individual was also willing to start at that point where I could afford to pay. Someday, perhaps, the person will receive salary increases and be promoted.

You know, maybe jobs aren't plentiful right now, but there are jobs. You may not believe it, but all around you employers are looking for men and women smart enough to go after a job in the right way.

Unfortunately for you, I did not see many of the behaviors in you that I did see in the individual I hired. I'm pleased with my choice and hope you will take the things I have told you into consideration the next time you apply and interview for a job. Then, you will be head and shoulders above the rest.

For both our sakes, get eager, will you?

The Boss

Source: Unknown

IDENTIFYING MY PERSONAL BARRIERS TO EMPLOYMENT

Directions: check the appropriate answer to each question.

YES NO

PHONE

____ ____ 1. Do you have a home phone?

____ ____ 2. Do you have a second reliable phone number to use for employees to call if you are not home? (This can be the number of a relative, a friend, or a neighbor who is willing to take messages for you.)

EDUCATION AND TRAINING

____ ____ 3. a. Are you a high school graduate?
____ ____ b. If not, have you passed your General Educational Development (GED) Test ?
c. Identify the last grade you completed in school.
____

____ ____ 4. Is reading a problem for you in filling out job applications or other forms?

____ ____ 5. Do you have command of the English language?

____ ____ 6. Do you feel you have adequate communication skills?

____ ____ 7. a. Do you think you have enough training in the field in which you are seeking employment?
b. If not, have you checked into different programs for training? If yes, identify.____________________________

____ ____ 8. Do you believe there are jobs available in your area of training?

TRANSPORTATION

____ ____ 9. a. Do you have your own car?
____ ____ b. If not, do you have reliable transportation?

____ ____ 10. Would your method of transportation permit you to travel as much as a 30-mile distance to and from work?

____ ____ 11. a. Do you have a valid Ohio driver's license?
____ ____ b. If not, will you be able to obtain one within six months?
c. If not, explain what is keeping you from obtaining it.
________________________ How long do you think it will take for you to get an Ohio driver's license?
____

Continued

Continued

____ ____ 12. At the present time, are you willing to relocate within Ohio?

____ ____ 13. Are you willing to relocate out of the state? If not, what factors are keeping you here?______________________________

____ ____ 14. Are you limiting your job search to just this area? Why?
____

COURT RECORDS

____ ____ 15. a. As an adult, have you ever been convicted of a felony?
____ ____ b. More than once?

____ ____ 16. a. Have you ever been convicted of a misdemeanor?
____ ____ b. More than once?

____ ____ 17. Did you have a criminal record as a teenager?

____ ____ 18. Have you had your record expunged (erased)?

____ ____ 19. Did your conviction occur within the last ten years?

HEALTH PROBLEMS

____ ____ 20. Do you have or have you had any personal health problems that are making employment difficult? Check those that apply.

__Alcoholism or drinking problems
__Drug problems
__Counseling or psychiatric problems
__Nervous condition or breakdown
__Disability

____ ____ 21. Are you presently required to take any form of medication? If yes, identify reason. ______________________________________

____ ____ 22. Does another member of the family have health problems that are making it difficult or are limiting you to a certain wage? If so, identify.____

____ ____ 23. Do you have a physical handicap? If yes, what?________________

FAMILY SITUATIONS

____ ____ 24. Are there job-related problems at home? Check those that apply.

__A spouse's greatly limiting job choices
__A spouse's not wanting you to work
__Spouse or self is pregnant
__Problems with child-care arrangements
__Preference to be at home rather than working
__Other

Continued

Continued

PERSONAL

____ ____ 25. Are you willing to work for minimum wage? If not, what is the minimum salary you can realistically accept?__________________

____ ____ 26. Do you feel you have been discriminated against because of your sex or race?

____ ____ 27. Do you feel your age is a barrier to your getting a job?

____ ____ 28. Do you feel your personal appearance is a barrier to employment?

WORK HISTORY

____ ____ 29. Do you have work experience in the field of work in which you are looking?

____ ____ 30. Are you overqualified? If yes, check those that apply.

__Too much education
__Too high salary expectations
__Too much experience

____ ____ 31. Have you ever been fired from a job? If so, how many times?______

____ ____ 32. Do you have poor work references? If so, how many?_________

____ ____ 33. Do you have good attendance records from past positions?

OTHER OBSTACLES

Check all that apply:

____ Fear of change
____ Fear of success
____ Lack of confidence
____ Lack of flexibility
____ Nervousness
____ Inexperience at interviewing
____ Indecision about what I want to do
____ Unknowledgeable about where to look

____ Overconfidence
____ Poor work habits
____ Procrastination
____ Resentment for having to ask for a job
____ Shyness
____ Weariness of working
____ Unrealistic expectations
____ Lack of desire to work

BARRIER OR OPPORTUNITY?

Directions: Read each situation below. List the barriers to employment. Draw a card identifying a barrier. Determine how you would overcome the barrier.

Situation 1

Denise is a 32-year-old female who was widowed last year. She has never worked and is receiving General Relief funds. She has an 18-year-old daughter who has not finished high school and does not work. For the past five years, Denise took care of her terminally ill father. She has no social life, few friends, and no money. She has always lived in the big city. Denise would like to find a job as a server.

List Denise's barriers to employment. Then, draw a card that identifies a barrier to employment for Denise that may or may not have been given in the above situation. Determine how you would overcome the barrier if you were Denise.

Barrier cards for Denise (one situation written on each card).

1. Denise has no money to buy a newspaper to look for jobs.
2. Denise looks unkempt. She sometimes has body odor and is overweight.
3. Denise has no previous work experience.
4. Denise did not finish high school.
5. Denise does not get along with her daughter.
6. Denise had looked for a job but became discouraged and stopped looking.
7. Denise has jeans and out-of-style clothing in her wardrobe.
8. Denise does not have a car.

Situation 2

José is a 40-year-old, single, divorced father of two children, ages 8 and 10. He has custody of the children. For the past 20 years, he has worked as a bricklayer for the only construction firm in town. He speaks broken English but prefers to speak Spanish. Because he thinks his English is not good, he does not talk much. He has lived in his current neighborhood, a small Spanish-speaking community, since arriving in the United States 20 years ago. He owns one car that he has had for 8 years. The nearest town is 25 miles away.

List José's barriers to employment. Then, draw a card that identifies a barrier to employment for José that may or may not have been given in the above situation. Determine how you would overcome the barrier if you were José.

1. José's car is not reliable. He has no money for a new one.
2. José is shy.
3. José lacks self-confidence.
4. José has no experience in any work besides bricklaying.
5. There are no other jobs for bricklayers in his town.
6. José is afraid of change.
7. José is not willing to relocate.
8. José has poor communication skills.
9. José is concerned about child care for his children.

EMPLOYMENT PLAN OF ACTION

Name______________________________ Date____________________
Address____
Phone______________________________

EMPLOYMENT GOAL:
Short-term____
Long-term____

BARRIERS: Which of the following make attending school, getting a job, or keeping a job very difficult for you? Check all that apply and add any others that are important to you but are not in the list.

___ No post-highschool courses or degree
___ Limited English-speaking and/or writing
___ Lack of work skills
___ Lack of work experience
___ Transportation difficulties
___ Child-care difficulties
___ Difficulties arranging schedules
___ Personal health problems
___ Family problems
___ Criminal record
___ Lack of money
___ Alcohol or drug dependency
___ Lack of confidence
___ Age
___ Little experience in job hunting
___ Unwillingness to move
___ Personal appearance
___ Poor communication skills
___ ____
___ ____
___ ____
___ ____

ACTION STEPS TO REMOVE BARRIERS:
1.____
2.____
3.____
4.____
5.____
6.____

ACTION STEPS TO MEET SHORT-TERM GOAL:
1.____
2.____
3.____

ACTION STEPS TO MEET LONG-TERM GOAL:
1.____
2.____
3.____

FAMILY AND CAREER TRANSITIONS

- 2.0 What Should I Do Regarding Career Exploration?
  - 2.1 Concerns Regarding Personal and Career Assessment
    - 2.11 Work Needs and Values
    - 2.12 Personal Skills
    - 2.13 Interests
  - 2.2 Concerns Regarding Career Planning
    - 2.21 Employment Trends
    - 2.22 Career Options
    - 2.23 Entrepreneurship
    - 2.24 Nontraditional Job Opportunities
    - 2.25 Career Decisions

CONCERN: **PERSONAL AND CAREER ASSESSMENT**

MODULE: WORK NEEDS AND VALUES

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Reasons Why People Work	a. List reasons why people work. Categorize the reasons according to whether they are economic social, or personal. Share how some of the reasons are operating in your own life. Analyze why some people never work. b. For each of the following statements, identify reasons why the person works. (1) I used to go crazy staying at home all day with the children. (2) There is never enough money to pay the bills. It sure has helped to have me working. (3) I never had a chance to go to college but I sure want my children to have the opportunity. (4) I've met so many people at work. I even enjoy going to dinner with them occasionally. c. Do **"Why Do You Want to Work?"** (p.300). Cite values, examples, or experiences in your life that justify your reasons.
	2. Feelings About Work	a. Using the song lyrics given below, describe the feeling about work. (1) Take this job and shove it. I ain't working here no more. (2) It's been a hard day's night and I've been working like a dog. (3) She works hard for the money and you better treat her right. (4) You had sixteen tons. What do you get? Another day older and deeper in debt. (5) Working nine to five-what a way to make a living. (6) It's a five o'clock world when the whistle blows. No one owns a piece of my time. b. Do **"How Do You Feel About Work?"** (p.301).

PROCESS SKILLS | CONCEPTS | STRATEGIES

c. Recollect experiences and people in your life that have influenced how you feel about work. Determine whether the influence has been positive or negative. Share one influential factor with the group.

d. Complete the following statements:

(1) When I work, I feel...
(2) The way I feel about my job influences...
(3) The way I feel about my job may be reflected at home by...

3. Ideal Job

a. Imagine working in your ideal job. Daydream what you would be doing, where you would work, and what kinds of satisfactions you would like to get from the job. From your answers, identify the characteristics you want in work.

Discussion Questions
- What would you be doing?
- Where would you work?
- Who would be your employer?
- How much money would you earn?
- How would you look while working?
- What kinds of effort would you put into your job?
- In what ways would you be working with other people?
- What would you like most about your job?
- What would you be accomplishing in your job?

4. Needs in Work

a. Remember the jobs you have held in the past. (Even if you were never employed, remember the non-paid tasks you have done.) Write each job title, what you liked and disliked about the job, and what you want to avoid and repeat in future jobs.

b. Do **"Job Considerations"** (p. 302). List any additional qualities you want in a job.

c. Use practical reasoning to decide what Kate should do.

(1) Kate received a job offer with a housecleaning business. The job pays

PROCESS SKILLS	CONCEPTS	STRATEGIES

$4.00 per hour with benefits after one year of employment. The work hours are 8:30 a.m. to 5:00 p.m. Kate is excited about the job but the hours mean she would have to find someone to care for her six-year-old after school for several hours. The child has never been left alone or with a babysitter. Kate received another job offer to do clerical work. It is from 8:00 to 2:00 p.m. every day and pays $4.50 per hour with some benefits. She isn't excited about the job but knows it would pay the bills. What should she do?

PR

d. Use the practical reasoning process to examine alternatives for fulfilling your needs in a job."

5. Values Related to Employment

a. Write A if you agree and D if you disagree with the statements below. Justify your responses. Analyze how values and situational factors may affect individual responses.

(1) It would be worse for a man to lose his job than for a woman.
(2) Wanting material goods is wrong.
(3) A man's wanting to stay home with the children is wrong.
(4) A woman's wanting to stay home with the children is wrong.
(5) A woman's wanting a demanding career makes her children suffer.
(6) An employee should always put the job before the family.

b. Read articles on working mothers. Discuss the research findings that children of working mothers are not harmed by their mothers' working.

6. Values Related to a Job

a. Do "Rating Job Values" (p. 303). List the top three values of each group member's ratings. Then divide into small groups and using the list, have each group reach consensus on the top three values and their order of importance.

Discussion Questions

- Did group members feel differently about the rankings? Why or why not?
- What factors influenced the rankings?
- What would happen if every person had the same job values?
- What job values would you want your children to have?

b. From each value in "**Rating Job Values**" (p.303), list two or three occupations that promote the value.

c. Do "**Priorities Grid**" (p.304). Create a second priorities grid by using job values that the group members would like to compare among one another.

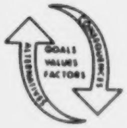
Discussion Questions

- How did the priorities differ among group members?
- How can a priorities grid assist in the problem- solving process?
- In what other situations could you use a priorities grid?

7. Opportunities in Employment

a. Discuss the employment opportunities listed below. Identify employment opportunities you are seeking.

(1) The opportunity to work on my own without supervision
(2) The opportunity to serve others
(3) The opportunity to learn new skills and information through further training, in-service, meetings, and reading
(4) The opportunity to do things well and have a feeling of achievement
(5) The opportunity to work with people I like



8. Motivation to Work

a. In pairs, describe your motivations to work. Examine values, factors, and goals affecting your reasons.

Discussion Questions

- How would you describe the strength of your motivations to work?
- How are your motivations different from what they were five years ago? From what they will be five years from now?

b. Identify role models, such as your parents, who have influenced you about work. Assess how your role models felt about work, enjoyed work, and did at work. Determine how these role models influenced your motivation to work.

9. Rewards and Self-fulfillment

a. Complete "**My Rewards**" (p.305).

PROCESS SKILLS	CONCEPTS	STRATEGIES

b. List "headaches" one may receive from employment. Discuss how you can deal with each of these.

c. List the rewards a worker receives from work, the rewards the family receives from the worker, and the rewards the worker receives from his or her family. Discuss long-term and short-term rewards for the worker and his or her family.

PR

d. Use the practical reasoning process to decide the following:

  (1) Should a secretary develop her own word processing business?
  (2) Should a salesperson sell paint at a paint store or be a traveling salesperson for a paint company that sells paint to factories in six states?
  (3) Should a homemaker go back to school to update job skills?

e. Discuss the following questions:

  (1) How could a family member be more fulfilled at work?
  (2) How could one be more fulfilled at home?
  (3) What choices does one have to achieve self-fulfillment?

WHY DO YOU WANT TO WORK?

Directions: Check the statements below that best describe the reasons you want to work.

Economic

____ 1. Fulfill survival needs (food, clothing, and housing)
____ 2. Save for long-term goals (home, car, trips, and education)
____ 3. Keep a family together during crisis (illness, divorce, and unemployment)
____ 4. Save money (investments, earnings, and retirement)
____ 5. Obtain fringe benefits (health care and life insurance)
____ 6. Get money and material things
____ 7. Measure worth as an employee

Social

____ 8. Meet new people and make friends
____ 9. Be with people who share my interests
____ 10. Prevent loneliness and isolation
____ 11. Raise social status
____ 12. Contribute to a better society
____ 13. Help others

Personal

____ 14. Develop a sense of achievement
____ 15. Raise self-esteem
____ 16. Increase self-confidence
____ 17. Feel secure
____ 18. Belong to a purpose or a group of people
____ 19. Use skills, knowledge, and education
____ 20. Obtain independence
____ 21. Direct and influence others
____ 22. Meet new challenges
____ 23. Provide for personal growth
____ 24. Use creative talents and problem-solving abilities
____ 25. Build character
____ 26. Stimulate myself
____ 27. Be recognized and valued by others

HOW DO YOU FEEL ABOUT WORK?

Directions: Check the statements that best describe how you feel about work. Write additional statements that describe your feelings about work.

______ Going to work makes me nervous.
______ I like working more than playing.
______ The thought of not working makes me sick.
______ Looking for a job scares me stiff.
______ I'm fired up to look for a job.
______ I'm only looking for work because someone told me I have to.
______ Work makes me tired.
______ My job is the most important thing in my life.
______ When I work, I feel like I'm useless—not really using my skills.
______ I always wish it were Friday.
______ I don't want to keep any one job more than a year or two.
______ Work really fulfills me.
______ I wish I had more education.
______ I want to work more than I want to earn money.
______ I want to earn money more than I want to work.
______ I will take any job I can get.
______ I can't wait to start work.
______ *
______ *
______ *
______ *
______ *
______

*Write five statements that relate to you.

Source: Adapted from Contemporary Learning Systems Job Club Manual for Job Seekers, (Southfield, MI.: Contemporary Learning Systems, 1983), p. 16.

JOB CONSIDERATIONS

Directions: Rank the following items from 1 to 21 according to what you consider most important in seeking a job (1 being the most important and 21 being the least important).

______A. Length of vacation

______B. Amount of sick leave

______C. Number of hours that you would work per day

______D. Amount of money that you would earn

______E. Amount of prestige that the job would hold

______F. Amount of education that is required to obtain the job

______G. Possibilities for advancement

______H. How you would feel doing the job

______I. Location of the job

______J. People that you would be working with

______K. Whether you would be working indoors or outdoors

______L. Amount of hospitalization included

______M. Whether you would work days, nights, or swing shift

______N. Amount of responsibility

______O. Amount of social obligations

______P. Adequacy of facilities for working

______Q. Reason why there is an opening

______R. Whether the materials that you use are furnished by you or the company

______S. Possible retirement age

______T. Long-term security of the job

______U. Amount of travel

RATING JOB VALUES

Directions: Rank the following items from 1 to 22 according to importance (1 being most important, 22 being least important).

______ 1. **Autonomy:** I want the opportunity to work without close supervision.

______ 2. **Challenge:** I want a job that allows me to work hard and solve difficult problems.

______ 3. **Competence:** I want a job that I am able to do well.

______ 4. **Creativity:** I want work that lets me use my own ideas.

______ 5. **Enjoyment:** I want a job that is fun.

______ 6. **Environment:** I want a job with clean, healthy, and pleasant working conditions.

______ 7. **Fame:** I want people to know about me and my work.

______ 8. **Job Security:** I want a steady job I can count on.

______ 9. **Knowledge:** I want a job in which I will learn new things.

______ 10. **Money:** I want a job in which I have the opportunity to earn more money.

______ 11. **People:** I want the opportunity to work with males and females in a culturally mixed group.

______ 12. **Personal Satisfaction:** I want a job doing something that makes me feel worthwhile.

______ 13. **Physical Mobility:** I want a job in which I can move around, and not be standing or sitting all day.

______ 14. **Power:** I want a job in which I can make decisions and be the boss.

______ 15. **Relationships:** I want a job in which I know and like all of the people I work with.

______ 16. **Respect:** I want a job that will cause people to respect me and look up to me.

______ 17. **Service to Others:** I want a job that allows me to help other people.

______ 18. **Social:** I want a job in which I interact with others.

______ 19. **Solitude:** I want a job in which I can be by myself and not have to interact with others or be responsible for others.

______ 20. **Time:** I want a job with no overtime.

______ 21. **Understood Tasks:** I want a job in which someone tells me exactly what to do and I do not have to make decisions.

______ 22. **Variety:** I want a job that has a variety of daily tasks and activities.

PRIORITIES GRID

Directions:

Step A--Ten "Unprioritized Items" are numbered and labeled on the grid on the next page. Compare the "Unprioritized Items" in each set (as shown by number pairs on the grid), choosing which of the two items is more important to you and circling it.

- Begin by comparing the item "High Wages" with the item "Job Security," circling your choice, either 1 or 2.
    - Then compare "High Wages" with "Promotion in the Company," circling your choice, either 1 or 3.
    - Continue making choices in this manner until the whole graph is completed, moving left to right across the page.

Step B--Count how many times the unprioritized item "High Wages" was circled, and record the number in the appropriate place in the "Frequency" column. Do the same for the other nine "Unprioritized Items" until the "Frequency column is completed.

Step C--Write out the new "Prioritized Items" in order from the most frequently circled to the least frequently circled, by referring to the "Frequency" column.

The Priorities Grid compares each item with every other item that is listed.

	Unprioritized Items	Grid									Frequency	Prioritized Items
1.	High Wages											1.
2.	Job Security	1 2										2.
3.	Promotion in the Company	1 3	2 3									3.
4.	Good Working Conditions	1 4	2 4	3 4								4.
5.	Interesting Work	1 5	2 5	3 5	4 5							5.
6.	Personal Loyalty of Supervisor	1 6	2 6	3 6	4 6	5 6						6.
7.	Tactful Discipline	1 7	2 7	3 7	4 7	5 7	6 7					7.
8.	Full Appreciation of Work Done	1 8	2 8	3 8	4 8	5 8	6 8	7 8				8.
9.	Help with Personal Problems	1 9	2 9	3 9	4 9	5 9	6 9	7 9	8 9			9.
10.	Feeling of Being in on Things	1 10	2 10	3 10	4 10	5 10	6 10	7 10	8 10	9 10		10.

Source: Creative Options, 1987

MY REWARDS

Directions: Complete the chart below.

1. In the left column write ten activities that you like to do and that you consider applicable to a job.
2. Rank the activities in order, starting with your favorite activity as 1.
3. Identify a job using this skill.
4. Check if you would be proud of this job.
5. Check if you have been influenced by family member(s).
6. Check if you have been influenced by others.
7. List rewards you should receive from this job.

Activities for Self-Awareness of Jobs/Careers

1 I am a person who likes	2 Rank	3 Job	4 Proud	5 Influenced by family members	6 Influenced by others	7 Rewards
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

After completing the chart, summarize your findings by finishing these statements.

(1) I have an interest in...
(2) I realize that I could be proud of...
(3) I am aware that my family has influenced me...
(4) I recognize the rewards...

CONCERN: PERSONAL AND CAREER ASSESSMENT

MODULE: PERSONAL SKILLS

FACT 2.12

PERSONAL SKILLS	CONCEPTS	STRATEGIES

PROBLEM

1. Personal Skills

a. React to the following situations:

(1) An employee is let go because he or she did not have the skills to do the job.
(2) An employee was promoted to better match job skills.
(3) An employee left a job because he or she was bored with the job tasks.

Discussion Questions

- What is the common problem in each of these situations?
- What should be done about the problem?
- How can the problem be avoided in the future?
- What are the effects of not addressing the problem?
- If you were one of these employees, how would you approach your employer about your situation?

b. Agree or disagree with the following quotes, justifing your choices:

(1) "Real success is achieving a job that lets you play." (Tom Jackson, Founder, Career Development Team, Inc.)
(2) "Remember the universal hiring rule: Any employer will hire any individual as long as the employer is convinced it will bring more value than it costs." (Tom Jackson)
(3) "I will always hire people who are different than myself, from different backgrounds. That way, when we work as a team you can see the different talents coming out." (Karen Johnson, Vice President, Borden, Inc.)

2. Identification of Personal Skills

a. List your greatest accomplishments involving athletics, art or music, or your family, school, job, friends, or personal life. In small pairs, individually describe one of your greatest accomplishments. Explain what it was; when, where, and how it occurred; and why it was your greatest accomplishment. While describing your accomplishment, partners should write the skills you used. After describing your accomplishment, listen to your partner name the skills you used.

3. Self-management, Transferable, and Job-related Skills

a. Categorize the skills below as self-management, transferable, or job-related skills. (See 3-b, 3-c, and 3-d for definitions.)

(1) Works with customer files
(2) Analyzes data
(3) Sets rafters
(4) Is sensible
(5) Is well-organized
(6) Is accurate
(7) Does word processing
(8) Arranges functions
(9) Is cheerful
(10) Is businesslike
(11) Schedules appointments
(12) Follows directions
(13) Gathers information
(14) Is tactful
(15) Is responsible
(16) Takes temperatures
(17) Monitors budget
(18) Is efficient

b. Using resources, define "self-management skills" (personal skills that indicate if an individual's personality fits the personality of the company and its employees). List examples. Complete **"Self-management Skills Checklist"** (p.310).

c. Using resources, define "transferable skills" (skills that can be used in every occupation, regardless of the type of work). List examples. Complete **"Transferable Skills Checklist"** (p. 311).

d. Using resources, define "job-related skills" (basic work skills needed to do a good job in a specific occupation). List examples. Compile a list of job skills you have for each of your paid and nonpaid work experiences.

e. Determine how you would identify your skills and what they might be if you were one of the following people:

(1) A homemaker with no job experience
(2) A recent high school graduate
(3) A 40-year-old male who does not have a high school diploma and has never been employed
(4) An individual who has a 20-year work history and who had an arm amputated

f. Complete "Comparing Personal Abilities to Work-Related Abilities" (p. 314).

4. Personal Skills Assessment

a. Imagine your ideal workday. List the skills you would use, possibly including the following:

(1) Giving instructions
(2) Answering mail
(3) Driving a car
(4) Meeting with coworkers
(5) Meeting with clients
(6) Reading reports
(7) Fixing broken machinery
(8) Writing reports and memos
(9) Working with figures
(10) Filing

For each skill, write the percentage of time you would spend using it during the workday. (Percentages do not need to total exactly 100 per cent.)

b. Compile a list of your ten best skills for each skill category (self-management, transferable, and job-related).

Discussion Questions

- Are your best skills your strongest skills and the skills you like to do most? Why or why not?
- What inconsistencies exist? What can be done about them?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		•What difference does it make if you do or do not obtain a job using your best, strongest, and most enjoyable skills?
		c. Develop a business card advertising your skills.
	5. Skills Match to Occupations	a. In small groups, draw one of the "Personal Skill Cards (p. 317). Using resources, determine three occupations in which you would use the given skills.
		b. Using resources, select and explore three to five potential occupations in which you could use your best personal skills.
	6. Skill Statements	a. Develop skill statements for the occupations from the "Personal Skill Cards" activities. A skill statement should include the skill, an example of how the individual can use the skill, and ways in which the skill could be an applied in the desired occupation.
		b. Individually, develop skill statements for a self-management skill, a transferable skill, and a job-related skill for each of three occupations you are interested in pursuing. In pairs, state those skill statements to one another, giving feedback on the preciseness and the clarity of your statements and the applicability of the skills.
		c. Individually, determine two marketable problem-solving skills you possess. Develop skill statements to use these problem-solving skills in a potential occupation.

SELF-MANAGEMENT SKILLS CHECKLIST

Directions: Place a check beside each self-management skill you exhibit over 50% of the time.

___academic
___active
___accurate
___adaptable
___adventuruous
___affectionate
___aggressive
___alert
___ambitious
___analytical
___anxious
___artistic
___assertive
___athletic
___attractive
___bold
___brave
___businesslike
___calm
___capable
___careful
___charming
___cheerful
___childlike
___clear-thinking
___clever
___compassionate
___competent
___competitive
___conceited
___confident
___conscientious
___conservative
___considerate
___conventional
___cool
___cooperative
___courageous
___creative
___curious
___caring
___defensive
___deliberate
___demanding
___democratic
___honest
___humorous
___dependable
___determined
___dignified
___diplomatic
___discreet
___dreamy
___dynamic
___eager
___easy-going
___efficient
___emotional
___empathetic
___energetic
___enterprising
___enthusiastic
___expressive
___fair-minded
___fearful
___firm
___flexible
___formal
___frank
___friendly
___gullible
___generous
___gentle
___genuine
___giving
___happy
___hard-working
___healthy
___healthful
___honest
___humorous
___imaginative
___independent
___individualistic
___industrious
___informal
___intelligent
___kind
___light-hearted
___likeable
___lively
___logical
___lonely
___lovely
___loyal
___mature
___methodical
___meticulous
___mild
___modest
___moody
___natural
___neat
___nervous
___noisy
___obedient
___objective
___old-fashioned
___open-minded
___optimistic
___orderly
___organized
___original
___outgoing
___patient
___peaceable
___perceptive
___persistent
___personable
___playful
___pleasant
___poised
___polite
___powerful
___practical
___precise
___productive
___professional
___progressive
___proud
___prudent
___punctual
___purposeful
___quick
___quiet
___rational
___realistic
___reasonable
___reflective
___relaxed
___reliable
___religious
___reserved
___resourceful
___responsible
___robust
___secretive
___self-confident
___self-controlled
___self-reliant
___self-sufficient
___sensible
___sensitive
___serious
___sharp-witted
___shy
___silly
___sincere
___sociable
___soft-spoken
___solemn
___spontaneous
___spunky
___stable
___strong
___supportive
___sympathetic
___tactful
___task-oriented
___teachable
___temperamental
___theatrical
___thorough
___thoughtful
___tidy
___tolerant
___tough
___trusting
___trustworthy
___understanding
___unfeeling
___uninhibited
___unpredictable
___versatile
___warm
___well-groomed
___wholesome
___wise
___withdrawn
___witty

TRANSFERABLE SKILLS CHECKLIST

Directions: Below are lists of skills that are basic to many types of jobs. They are listed in order within each group, from least complex to most complex. Place a check beside each skill that you have. Circle any of the related terms that you think you possess.

DATA SKILLS

Comparing
_____ judging observable characteristics

Copying
_____ transcribing, entering, or posting data

Computing
_____ performing arithmetic operations
Related terms: calculating, estimating

Compiling
_____ gathering, collating, or classifying information
_____ reporting and/or carrying out actions in relation to the information
Related terms: classifying, collecting

Analyzing
_____ examining and evaluating data
_____ presenting alternative actions
Related terms: appraising, monitoring

Coordinating
_____ determining time, place, and sequence of things
_____ deciding actions to be taken
_____ carrying out and reporting on an event
Related terms: arranging, planning, organizing

Synthesizing
_____ developing knowledge concepts or interpretations
_____ integrating analyses of data to discover facts
Related terms: creating, designing

PEOPLE SKILLS

Taking Instructions and/or Helping
_____ assisting in a given task
_____ receiving and following specific orders
Related terms: listening

Serving
_____ attending to the needs or requests of people or animals
_____ responding immediately to expressed wishes of people
Related terms: dispensing, distributing

Continued

Continued

Speaking and/or Signaling
_____ talking with people to convey or exchange information
_____ giving assignments and/or directions
Related terms: corresponding

Persuading
_____ influencing others in favor of a product, service, or point of view

Diverting
_____ amusing others, usually accomplished through the media
Related terms: entertaining

Supervising
_____ determining or interpreting work procedures
_____ assigning specific duties
_____ maintaining harmonious relationships among workers
_____ promoting efficiency
Related terms: managing, motivating

Instructing
_____ teaching subject matter to others
_____ training others through explanation, demonstration, or supervised practice
Related terms: coaching, teaching

Negotiating
_____ exchanging ideas, information, and opinions with others
_____ formulating policies and programs that will provide a solution to problems

Mentoring
_____ dealing with individuals in terms of their total personality
_____ advising and guiding individuals with regard to problems

THINGS

Handling
_____ using hands, tools, or special devices to move objects or materials

Feeding
_____ inserting or placing materials in a machine
_____ removing or throwing this off of a machine

Tending
_____ stopping, starting, and observing the functioning of machines
_____ adjusting controls of equipment
Related terms: controlling, operating, processing

Continued

Continued

Driving and/or Operating

_____ starting, stopping, and controlling the actions of machines or equipment which must be guided

_____ observing gauges, estimating distances, and determining speed and direction of equipment

Precision Working

_____ using hands and tools in situations where responsibility for attainments of standards lies with the worker

Related terms: assembling, constructing, inspecting

Setting Up

_____ adjusting machines by replacing or altering tools, fixtures, and attachments

_____ changing the performance or functioning of a machine

Related terms: trouble-shooting, programming, repairing

Adapted from Dictionary of Occupational Titles, Fourth Edition (Washington, D.C.: U.S. Government Printing Office, 1977), pp. 1369-1371.

COMPARING PERSONAL ABILITIES TO WORK-RELATED ABILITIES

Directions: Check the personal abilities you have in Column I. For the che items, write some words in Column II that help you remember where and when y performed or currently perform that activity. Column III is for your refere writing a resume. It provides you with the vocabulary that the business world relates to from the information in Column I.

Column I Personal Abilities (Things I have done on or off a job)	Column II Examples of How I Demonstrate This Ability	Column III Skills or Work-Related Abilities
____Submit summary reports	____________________	Analyze information
____Am known for getting things right	____________________	Check completeness and accuracy of work
____Speak out in meetings; give talks	____________________	Communicate orally
____Write reports and letters	____________________	Communicate in writing
____Serve as program chairperson	____________________	Coordinate people, places, and meetings
____Sell ad space or do fund-raising, public relations	____________________	Deal with public and clients
____Introduce changes in the way we do things	____________________	Develop new or improved procedures
____Always meet or beat target dates	____________________	Expedite results
____Suggest new projects	____________________	Initiate ideas
____Teach procedures to newcomers	____________________	Instruct others
____Compile lists; stuff envelopes	____________________	Perform repetitive tasks
____Coordinate a big project	____________________	Plan work of others
____Am good at quoting facts from memory	____________________	Remember information

Continued

Continued

____Figure out way to build up dwindling membership	____________________	Solve complex problems
____Am known for keeping things on track	____________________	Am well organized
____Often take on several assignments at once	____________________	Work on variety of tasks at same time
____Do things without being told	____________________	Work under minimal supervision
____Am known as "unflappable"	____________________	Work under pressure
____Produce monthly reports; edit newsletter	____________________	Work within deadlines
____Design scenery; write plays; draw posters	____________________	Work with abstract or creative ideas
____Serve as treasurer; take tickets; tabulate receipts	____________________	Work with figures
____Run the mimeograph, calculator, or addressograph	____________________	Work with machines
____Set up family budget categories	____________________	Analyze information
____Devise a checklist for complex projects (large parties)	____________________	Check completeness and accuracy of work
____Tell plumbers and carpenters what needs to be done	____________________	Communicate orally
____Am the "family letter writer"	____________________	Communicate in writing
____Schedule dental appointments, other errands	____________________	Coordinate people, places, meetings
____Served as class mother at child's school	____________________	Deal with public and clients

Continued

Continued

____Make sure children's homework gets done	____________________	Expedite results
____Find ways to streamline my work	____________________	Develop new or improved procedures
____Make up my own recipes	____________________	Initiate ideas
____Teach children to swim and ice-skate	____________________	Instruct others
____Do weekly cleaning and laundry	____________________	Perform repetitive tasks
____Maintain a "chore schedule" for family members	____________________	Plan work of others
____Am regarded as the family "encyclopedia"	____________________	Remember information
____Devised "survival plan" when husband was out of work	____________________	Solve complex problems
____Successfully gave a party for 20 people	____________________	Am well organized
____Balance child care, housework, and meals	____________________	Work on variety of tasks at same time
____Do my share of household chores without prodding	____________________	Work under minimal supervision
____Am not "unhinged" by tantrums and emergencies	____________________	Work under pressure
____Always manage to leave for work on time	____________________	Work within deadlines
____Completely redecorated living room	____________________	Work with abstract or creative ideas
____Balance checkbook; handle family budget	____________________	Work with figures
____Am the family typist	____________________	Work with machines

Source: Adapted from Contemporary Learning Systems Job Club Manual for Job Seekers, (Southfield, MI: Contemporary Learning Systems, 1983), pp. 32-35.

PERSONAL SKILL CARDS

(For Teacher) Make one or more sets of skill cards, depending on group size. Each group member is to draw a skill card and identify three occupations in which those skills are used.

SKILL CARD 1
Job-related: pour cement; level boards
Transferable: operate mechanical equipment; supervise others
Self-management: energetic; demanding

SKILL CARD 2
Job-related: mix paints; frame pictures
Transferable: design; illustrate
Self-management: shy; dreamy

SKILL CARD 3
Job-related: survey land; use compass
Transferable: analyze statistical data; judge space accurately
Self-management: logical; easygoing

SKILL CARD 4
Job-related: repair small equipment; wire electricity
Transferable: teach; write technical reports
Self-management: practical; quick

SKILL CARD 5
Job-related: prepare biscuits; operate commercial dishwasher
Transferable: service customers; organize tasks
Self-management: tidy; sincere

SKILL CARD 6
Job-related: take blood pressure; setup IV
Transferable: complete forms; buy products
Self-management: motivated; sociable

SKILL CARD 7
Job-related: stuff envelopes; balance checkbook
Transferable: schedule members; entertain
Self-management: creative, organized

SKILL CARD 8
Job-related: set rafters; nail joists
Transferable: assemble apparatuses; collect money
Self-management: precise; methodical

SKILL CARD 9
Job-related: use word processor; keep files
Transferable: classify information; handle complaints
Self-management: attractive; diplomatic

Continued

Continued

SKILL CARD 10
Job-related: counsel children; write evaluations
Transferable: communicate; acquire information
Self-management: objective; perceptive

SKILL CARD 11
Job-related: drive truck; deliver orders
Transferable: cope with deadlines; handle money
Self-management: outgoing; reliable

SKILL CARD 12
Job-related: prepare plaster; attach tile
Transferable: construct furniture; control experiments
Self-management: quiet, cautious

SKILL CARD 13
Job-related: operate phone system; enter computer data
Transferable: listen to extended conversations; keep records
Self-management: analytical; empathetic

SKILL CARD 14
Job-related: design tools; calculate stress load
Transferable: compile data; sketch diagrams
Self-management: ambitious; dependable

SKILL CARD 15
Job-related: shoot pistol; write reports
Transferable: protect people; endure long work hours
Self-management: fair-minded; responsible

SKILL CARD 16
Job-related: market products; write copy
Transferable: write creatively; speak in public
Self-management: energetic; emotional

SKILL CARD 17
Job-related: operate sewing machine; calculate fabric amount
Transferable: follow pattern; inspect product
Self-management: enterprising; individualistic

CONCERN: **PERSONAL AND CAREER ASSESSMENT**

MODULE: INTERESTS

FACT 2.13

PROCESS SKILLS	CONCEPTS	STRATEGIES

PROBLEM

1. Importance of Interests In Job

a. Determine the benefits of involving interests with work in the following comments:

(1) When I was in school, I took all the business courses I could, especially ones in accounting. I really love working with figures and I would truly enjoy being employed as a bookkeeper.

(2) I have always fixed things. When the washer, the toaster, and the car broke, I tried to fix them. My neighbors even brought me broken items to fix. I'm glad I have a job at Kendall's Repair Shop. I enjoy going to work every day.

b. Determine which of the statements describe you.

(1) I want a job in which I go to work, draw a paycheck, come home, and forget the job. I don't care what I do.

(2) I want a job in which I can get excited about what I'm doing and really enjoy the people and the job.

c. Discuss the statement "People have different interests. Some people believe in fulfilling those interests at work and others believe in keeping interests separate from work."

Discussion Questions
- What are your interests?
- Would someone pay you for pursuing your interests?
- Would you want to work in a field that you're interested in?
- Do you believe it is important to enjoy what you are doing? Why or why not?

2. Interest Identification

a. Take a self-directed, standardized interests and abilities test or use other career assessment tools. Interpret and evaluate the test results.

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

b. Identify three occupations for each of your three strongest interests.

c. List your hobbies. For each hobby, list the percentage of time you spend on it each month. Identify which hobbies you might consider doing as part of a job.

d. Rank the following activities in order of their relative importance to you:

(1) Physical activities
(2) Sensual activities
(3) Intellectual activities
(4) Creative and/or aesthetic activities
(5) Interpersonal activities
(6) Communication activities
(7) Mechanical activities

e. Determine what job has given you the most pleasure or enjoyment. Imagine or invent for yourself a job that you would enjoy more than any other job. Identify the characteristics that make the job enjoyable.

f. In pairs, interview one another to find out what interests, hobbies, and pleasures each person would like to incorporate in a job.

3. Interest in Working with People

a. Do "Working with Others or Alone", (p. 322). Determine if you prefer working with others or alone.

b. Complete "People", (p. 323). Exchange your completed worksheet with another group member. After reviewing the information on the worksheet, identify three occupations the other person may want to explore. Share with your partner why you think she or he should explore those occupations.

c. Describe people who "turn you off" and people you enjoy. As a group, develop a list of characteristics that make people easy to work with in a job setting.

d. Review "My Effectiveness and People", (p. 324). Decide how you can surround yourself with people who increase your effectiveness.

PROCESS SKILLS | CONCEPTS | STRATEGIES

4. Work Environment

a. Complete "The Right Environment" (p. 325). Describe your ideal work environment.

5. Interest

a. Identify three jobs you would like to have. Develop an interest statement for each. The statements should include your interest in activities, people, and the environment, examples of your experiences with those interests, and a connection to the job you desire. In pairs, say those interest statements to one another, giving feedback on the clarity of the statement and the applicability of the interest to the job.

6. Skills and Interests

a. For each of the skills and interests below, use resources to list job possibilities.

Example: The skill of communication and the interest in helping others could combine for job possibilities as a customer service representative or a receptionist.

	Skill	Interest
(1)	Communicating	Helping others
(2)	Negotiating	Working with people
(3)	Purchasing	Using business systems
(4)	Typing	Dancing
(5)	Fixing machines	Playing music
(6)	Counseling children	Giving parties
(7)	Leading people	Taking photos

b. Individually, list five of your major skills and five of your major interests. Identify three occupations combining those skills and interests in one way or another.

c. Using practical reasoning, answer the question "What should I do about exploring careers related to my skills and interests?"

WORKING WITH OTHERS OR ALONE

Directions: Check each statement that describes how you like to work with people.

___ 1. I am impulsive in my thoughts and actions.
___ 2. It is easy for me to meet strangers and start a conversation.
___ 3. I tend to flit from one activity to another.
___ 4. I like to speak in public or before a group.
___ 5. I prefer to work with people rather than by myself.
___ 6. I am usually insensitive to the opinions or remarks of others.
___ 7. I like to work in an atmosphere of change or variety.
___ 8. I am easily adaptable.
___ 9. I am self-confident.
___ 10. My enthusiasm is easily aroused.
___ 11. I would rather talk with people than write letters to them.
___ 12. I like to join organizations and clubs.
___ 13. I dislike taking orders from people.
___ 14. I refuse to cross my bridges until I come to them.
___ 15. I prefer activities that call for energy and pep.
___ 16. I am stimulated by the rush and excitement of crowds.
___ 17. I like to direct the activities of others.
___ 18. I am resourceful.
___ 19. I like to assume responsibility.
___ 20. I tend to be either "up in the air" or "down in the dumps."
___ 21. I usually make my own decisions rather than seek others' advice.
___ 22. I approach business appointments with self-confidence, rather than having to force myself to keep the appointment.
___ 23. I work best against a deadline.
___ 24. I insist that others accept my ideas and suggestions.
___ 25. I display initiative in both business and social activities.

To score, give yourself four points for each checked answer.

Below 25 percent indicates an introspective, quiet, reflective type of person who probably prefers to work alone.

Above 75 percent indicates an expressive type of person who probably prefers to work with people and be in constant activity.

PEOPLE

Directions: Tell the kind of person you would like to work with by answering the following questions as specifically as possible.

1. Number of people you would like to work with at one time?________________
2. Age____
3. Sex____
4. Cultural background____
5. Economic background____
6. Social background____
7. Philosophical or religious belief____
8. Value system____
9. Attitude____
10. Personality____

Directions: Following are areas in which your coworkers might have a special problem. Circle the letter beside each area that you would not mind a coworker's having a problem in.

a. Relating to others
b. Economic
c. Mental
d. Communication
e. Educational
f. Depression
g. Feelings
h. Discipline
i. Work satisfaction
j. Values
k. Physical
l. Nutrition
m. Weight
n. Substance abuse
o. Terminal illness
p. Religion
q. Marriage
r. Stress
s. Unemployment or jobhunting
t. Goal setting
u. Abuse
v. Illiteracy
w. Sexual
x. Family

MY EFFECTIVENESS AND PEOPLE

Directions: Check the people characteristics in the first column which affect your effectiveness.

I Have Learned From The Past, That My Effectiveness Is Decreased By People Who Are:	Therefore, In The Future I Will Try As Much As I Can To Surround Myself With People Who Are:
manipulative	direct and honest
boring	stimulating
buck-passers who won't do their share	willing to share the work
always serious	showing a sense of humor
missionary-types	accepting differences
incompetent	competent
undependable	dependable
rigid	flexible
highly competitive	cooperative and supportive
afraid to try things on their own	trying to work independently
compulsive	calculated-risk takers
insensitive, crude, and cruel	appreciative of feelings, the arts, etc.
excessively critical	positive in reinforcering others
easily manipulated	autonomous, self-actualized
inefficient	efficient
heavy work-ethic people	valuing some time for reflection
laughing at me	laughing with me
gossipers	non-gossipers
talking about themselves continually	spending at least half their time listening
fanatic	reasonable
pessimists	optimists
very slow workers	moderately paced workers
superficial	genuine, sincere
authoritarian	democratic
abusing their own body	healthy, well-groomed
know-it-alls	still learners
indecisive	decision-makers
flippant party-persons	gutsy-enough to be who they are
stubborn	open-minded
undisciplined	self-disciplined
nasty	polite, considerate
non-communicative, secret	direct, and up-front
self-pitying, chip on shoulder	self-empowered
wishy-washy	people with convictions
seductive	able to see others as whole persons
pushy, force decisions	flexible, and allows for space
arbitrary	fair
drowningly sympathetic	empathetic
arrogant	humble
marshmallows	assertive
angry all the time	peaceful inside
suspicious	trusting
sullen	happy
cold-water throwers	facilitators
third-person types [she feels]	people who own their own feelings
messy	neat
take too long to say what they mean	able to be succinct and to the point
perfectionist, unaccepting of failures of others or of self	accepting of humanity and limitations of self and of others

Sources: R. Bolles, The Three Boxes of Life (Berkeley, CA: Ten Speed Press, 1978), p. 321.

THE RIGHT ENVIRONMENT

Directions: For each choice below, check (✓) the columns that apply. In the third column, give reasons for the changes you want to make.

	Have Worked in this Environment	Would Like to Work in this Environment	Reason for Changes
1. Work Location			
a. Inside			
b. Outside			
c. Inside and outside			
2. Company Size			
a. Large			
b. Medium			
c. Small			
d. Self-employed			
3. Physical Mobility			
a. Same place			
b. Different places within the same buiding			
c. Different buildings at the same location			
d. Different locations in the local area			
e. Different cities and territories in the state			
f. Different states in a region			
g. Different states throughout the nation			
h. Different cities			
4. Interaction with People			
a. Work alone			
b. Work with a team			
c. Work alone and with others			
5. Work Pace			
a. Fast			
b. Steady			
c. Slow			
d. Routine			
6. Travel			
a. No travel			
b. No overnight travel			
c. Some overnight travel			
d. On the road			

continued

continued

		Have Worked in this Environment	Would Like to Work in this Environment	Reason for Changes
7.	**Community Size**			
	a. Large	____	____	____________
	b. Medium	____	____	____________
	c. Small	____	____	____________
	d. Rural	____	____	____________
	e. Remote	____	____	____________
8.	**Environment**			
	a. Fumes and odors requiring protection	____	____	____________
	b. Clear and well-ventilated	____	____	____________
	c. Noisy	____	____	____________
	d. Quiet	____	____	____________
9.	**Geographic Location**			
	a. Near water	____	____	____________
	b. Near mountains	____	____	____________
	c. Flatland	____	____	____________
	d. Desert	____	____	____________
10.	**Climate**			
	a. Hot	____	____	____________
	b. Warm	____	____	____________
	c. Cool	____	____	____________
	d. Cold	____	____	____________
	e. Extreme temperature changes	____	____	____________
	f. Moderate temperature changes	____	____	____________
	g. Dry	____	____	____________
	h. Wet	____	____	____________

CONCERN: CAREER PLANNING

MODULE: EMPLOYMENT TRENDS

PROCESS SKILLS	CONCEPTS	STRATEGIES

PROBLEM

1. Societal Trends Affecting Employment

a. Review "**Trends Affecting Employment**" (p. 333). Add any other trends in society that might affect employment. For each trend, describe how it affects employment.

b. Describe how employment trends might affect a

(1) 15-year-old girl
(2) Young, single mother with two preschool children
(3) 45-year-old divorced homemaker with no employment history
(4) 35-year-old male whose job became obsolete

c. Study the chart shown listed below. Determine the trade-offs in moving to another state for employment.

TOP TEN STATES FOR GROWTH

STATE	%GROWTH
Arizona	27.06
New Hampshire	22.34
Alaska	20.70
Florida	19.72
Georgia	19.57
Virginia	17.79
Delaware	15.02
North Carolina	14.38
Vermont	14.31
Maine	14.23

d. Read "**Ways to Work in the 1980's**" (p. 334). Evaluate the options listed in relation to your situation. Decide which option is best for you and your family.

2. Labor Force Estimates

a. Using resources, study labor force estimates for Ohio and one other state. Identify the factors affecting the unemployment statistics.

b. Using "Projection 2000" (p. 335), compare Tables 4 and 5 for job availability. (Job availability is dictated by job replacement rather than by job growth.)

c. React to the statement "Eighty percent of jobs will be in businesses employing fewer than 100 persons."

3. Occupational Outlooks

a. Using resources and "Occupational Projections for 1995" (p. 337), determine the occupations having the most growth. For three occupations of your choice research the starting salary, educational requirements, and job responsibilities.

b. Determine the occupations that will be declining over the next decade. Identify other occupations to which employees in those declining occupations could transfer their skills.

c. Compare the industrial growth projections with the occupational projections on "Projection 2000" (p. 335). For each declining occupation listed below, identify one (or more) growth industry that might employ an individual in that declining occupation.

(1) Stenographers
(2) Sewing machine operators in shoe industry
(3) Rail car repairers
(4) Telephone station installers and repairers
(5) Sewing machine operators in garment industry

d. In each situation below, describe the individual's employment opportunities in Ohio, based on the occupational projection data.

(1) Mary has been working as a keypunch operator and is considering more training to become a computer operator.

PROCESS SKILLS CONCEPTS STRATEGIES

(2) Lou has never been employed. For the past five years, Lou has taken care of a terminally ill spouse. He enjoys working with people and has many health care skills.

(3) Tim enjoys repairing small appliances. He has lots of manual dexterity. Recently, he took a six-week computer course at the local library. He would like to learn more about computers.

4. Education and Employment

a. Respond to the following statements, justify your responses:

(1) It is evident that the better someone is educated, the better chance he or she has to be employed.

(2) On the average, young men finish high school an expect to earn, in a lifetime, $266,000 more than dropouts. Young female high school graduates can earn an estimated $199,000 more--and the figure is rising fast.

b. Using resources, such as "Starting Salaries, What to Expect" (p. 338), compare educational level to unemployment.

c. Read "It Pays to Advance Far in School, Study Shows" (p. 339).

5. Women and Employment

a. Using resources, develop a list of statistics on women and employment similar to those given below. Include income, and earnings, poverty, education, and work experience.

(1) Women averaged 70 cents to every dollar earned by men in the same field in 1986.

(2) Females are much more likely than males to have times in their adult working lives when they do not work at a job for six months or more.

(3) In 1984, earnings per hour for men were $10.53, compared to $7.13 for women.

(4) Interruptions in work experience account for about 22 percent of the difference in average earnings between men and women.

(5) Only 6 out of every 100 women working today ever make it into a management or supervisory position.

(6) In 1984, more than 1 of 3 families maintained by a woman was poor, compared with 1 of 14 other families.

Discussion Questions
- What would be different if women were men and vice versa?
- How can women better themselves in the employment arena?

b. Using occupational and industrial projections data, analyze the occupational choices for women through the next decade. Identify and rank five key occupations with job opportunities for women.

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

6. Internal Labor Market

a. Identify the problems Gene is experiencing.

(1) Gene worked as a school custodian for six years before becoming interested in industrial maintenance. He decided to take courses at the local vocational school. Upon completing the industrial maintenance program, he obtained a job with a local firm. Believing he was a qualified industrial maintenance mechanic, he was disappointed when he realized he had been hired for a low-level job. After working with the company for eight months, he realized that his wage was being determined by seniority and position title but not by productivity. He was being asked to participate in on-the-job training similar to his vocational training. His supervisor told him that employees were often promoted from within the company so that if he ever wanted a promotion, he better stick with this company. Gene felt trapped.

Discussion Questions
- What problems is Gene experiencing?
- What alternatives does Gene have?
- How can Gene obtain reliable information about his alternatives?
- How do Gene's values, goals, and situational factors affect his choice of alternatives?

b. Define internal labor market (labor market within a particular firm, characterized by institutional rules that define how employees are generally hired and promoted and how jobs are structured). Brainstorm institutional rules in internal labor markets.

(1) Many jobs are filled only by promotions from within the firm.
(2) New employees are hired only for certain lower-level jobs.

PROCESS SKILLS	CONCEPTS	STRATEGIES

(3) Movement is largely vertical within families of jobs; lateral mobility among jobs of similar status is restricted.
(4) Skills are acquired through on-the-job training.
(5) A worker's occupational position and wage rate are more likely to be determined by seniority than by productivity.
(6) Explicit rules govern seniority and pension benefits.
(7) Wages are attached to particular jobs and are not determined by workers'productivity

c. List advantages and disadvantages of being employed in an internal labor market. Discuss how a person employed in another occupation could become employed in an occupation with an internal labor market.

d. Discuss the implications of the "rules" of an internal labor market.

- The majority of new employees are hired for low-level jobs.
- The labor turnover is low.
- There are high levels of on-the-job training
- There is job security and steady salary advancement.

7. High Tech

a. Debate the following statements from Naisbitt's Megatrends:

(1) The high technology of heart transplants and brain scanners led to a new interest in the family doctor and neighborhood clinics. (p. 37)

(2) The introduction of the high technology of word processors into our offices has led to a revival of handwritten notes and letters. (p. 38)

(3) In a high tech information world in which we use our brain power instead of performing physical labor, we want to use our hands and bodies more in our leisure activities to balance the constant use of mental energy at work. You can see this already in the popularity of gardening, cooking, and home repair and renovation. (p. 50)

b. Using resources, define high tech. Describe a high tech industry. Suggest ways high tech affects the occupations that people are entering.

- Knowledge of computers is needed.

PROCESS SKILLS	CONCEPTS	STRATEGIES

- Technical skills are necessary.
- Specialized training is required.

c. Answer the question " How do I feel about living in a high-tech society?"

Discussion Questions

- How does a high-tech society affect my values? Attitudes? Goals? Life-style?
- How does a high-tech society affect my alternatives in careers?
- What are the consequences of living in a high-tech world?

TRENDS AFFECTING EMPLOYMENT

1. The U.S. economy is shifting from an industrial base to an information and services base.

2. Changes in the nation's industrial structure and technology have led to dramatic changes in occupational opportunities.

    - Increased use of small business computers has had an adverse affect on stenographers, file clerks, and operators, many of whose jobs have been mechanized. However, substantial growth is anticipated for public-contact positions, such as secretaries and receptionists.
    - "Computerization" has also given rise to new occupational areas, such as computer programmers, data-entry clerks, systems analysts, and computer-repair technicians.
    - Increased significance is being placed on engineering and other technical occupations.

3. The composition of the labor force will undergo significant changes throughout the 1990's.

    - Birth rates are declining.
    - The population is aging. There are over 70 million individuals between ages 23 and 41. The pool of young workers is shrinking.
    - There will still be an increase in the participation by females in the labor market.
    - Minorities will be a larger share of new entrants into the labor force.
    - The trend toward early retirement and increased leisure is resulting in declining labor force participation rates of workers 55 years and older.

4. A shift in the nation's population from north and east to south and west is taking place.

    - Regional disparities in income, education, population concentration, and cost of living are decreasing.
    - There is a shift from the urban core to suburban business and residential areas.

5. The types of jobs available are changing.

    - More entry-level jobs will be open.
    - There will be fewer promotion opportunities in mid-career. There are 30 applicants for every promotion.
    - Service-producing industries will account for nearly all new jobs.
    - The typical workplace will be smaller and most new jobs will be in small businesses.
    - The number of self-employed workers is increasing.
    - Temporary work is one of the fastest growing industries. It now accounts for 1 in 13 new jobs.

WAYS TO WORK IN THE 1980'S

Your grandparents probably worked 6 days a week, 10 hours a day. Your parents began with the 40-hour, 5-day week. Neither generation had much flexibility concerning work schedules; schedules were fixed by the employer for everyone.

Today, along with an interesting display of new occupations, a variety of work schedules are available. Not all employers offer all of them. Many new employees will have to start on the traditional work cycle. But the options exist, and more experienced employees are electing them.

FLEXTIME

Employees select the hours of the day they most like to work, such as from 6:00 a.m. to 3:00 p.m. or 10:00 a.m. to 7:00 p.m. Many organizations have a core period, such as from 10:00 a.m. to 3:00 p.m., when all employees must be on the job to facilitate holding meetings. Two-job families find flextime schedules a help in providing coverage for a child at home. New Ways to Work (149 Ninth Street, San Francisco, CA 94103) encourages this movement.

COMPRESSED WORKWEEK

This permits reorganizing the workweek to eliminate one day or a part of a day on a regular basis. This may be arranged by an individual or used by an entire organization. In the late 1970's, the Coast Guard put its Washington headquarters on a 10-hour-a-day, Monday-through-Thursday schedule, with Friday off.

SHARED JOBS

Two or more people perform the duties usually held by one person, usually two people working a half-day each. The National Job-Sharing Network (c/o New Ways to Work) promotes this activity.

PART-TIME WORK

These are often permanent positions requiring less than the normal work hours per week. Working parents, youth, and older persons often prefer part-time jobs. A concerned national organization is the Association of Part-Time Professionals (P.O. Box 3419, Alexandria, VA 22302).

TEMPORARY WORK

More organizations are hiring temporary employees who work full or part-time during peak periods. This avoids the need to carry extra employees during normal or slow times of the year. Many services (Kelly; Olsten; and Manpower, Inc.) place such workers and belong to the National Association of Temporary Services (119 South St. Asaph Street, Alexandria, VA 22314).

HOME-BASED WORK

Futurists say that many/most of tomorrow's jobs may be done at home. Many jobs today lend themselves to home settings, such as telephone sales, writing and editing, consulting, and operation of word processors and computer terminals.

LEISURE SHARING

This is like part-time work, but in this case the employee negotiates a reduced workweek to permit more time for personal and recreational activities

TAPERED EMPLOYMENT

This is often used by employees preparing for retirement, who work less each year to help adjust to the mix between work hours and leisure time.

PROJECTION 2000

MONTHLY LABOR REVIEW
U.S. DEPARTMENT OF LABOR
BUREAU OF LABOR STATISTICS

September 1987

Table 5. Occupations with the largest job growth, 1986–2000, moderate alternative
[Numbers in thousands]

Occupation	Employment		Change in employment, 1986-2000		Percent of total job growth, 1986-2000
	1986	Projected, 2000	Number	Percent	
Salespersons, retail	3.579	4 780	1,201	33 5	5 6
Waiters and waitresses	1.702	2 454	752	44 2	3 5
Registered nurses	1.406	2.018	612	43 6	2 9
Janitors and cleaners, including maids and housekeeping cleaners	2.676	3,280	604	22 6	2 8
General managers and top executives	2.383	2 965	582	24 4	2 7
Cashiers	2 165	2 740	575	26 5	2 7
Truck drivers, light and heavy	2,211	2 736	525	23 8	2 5
General office clerks	2.361	2.824	462	19 6	2 2
Food counter, fountain and related workers	1.500	1,949	449	29 9	2 1
Nursing aides, orderlies, and attendants	1,224	1.658	433	35 4	2 0
Secretaries	3,234	3.658	424	13 1	2 0
Guards	794	1.177	383	48 3	1 8
Accountants and auditors	945	1.322	376	39 8	1 8
Computer programmers	479	813	335	69 9	1 6
Food preparation workers	949	1,273	324	34 2	1 5
Teachers, kindergarten and elementary	1.527	1,826	299	19 6	1 4
Receptionists and information clerks	682	964	282	41 4	1 3
Computer systems analysts, electronic data processing	331	582	251	75 6	1.2
Cooks, restaurant	520	759	240	46 2	1 1
Licensed practical nurses	631	869	238	37 7	1 1
Gardeners and groundskeepers, except farm	767	1,005	238	31 1	1 1
Maintenance repairers, general utility	1,039	1,270	232	22 3	1 1
Stock clerks, sales floor	1,087	1,312	225	20 7	1 0
First-line supervisors and managers	956	1,161	205	21 4	1 0
Dining room and cafeteria attendants and barroom helpers	433	631	197	45 6	.9
Electrical and electronics engineers	401	592	192	47 8	.9
Lawyers	527	718	191	36.3	.9

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Table 4. Fastest growing occupations, 1986–2000, moderate alternative

[Numbers in thousands]

Occupation	Employment		Change in employment, 1986-2000		Percent of total job growth, 1986-2000
	1986	Projected, 2000	Number	Percent	
Paralegal personnel	61	125	64	103 7	3
Medical assistants	132	251	119	90 4	6
Physical therapists	61	115	53	87 5	2
Physical and corrective therapy assistants and aides	36	65	29	81 6	1
Data processing equipment repairers	69	125	56	80 4	3
Home health aides	138	249	111	80 1	5
Podiatrists	13	23	10	77 2	0
Computer systems analysts electronic data processing	331	582	251	75 6	1 2
Medical records technicians	40	70	30	75 0	1
Employment interviewers, private or public employment service	75	129	54	71 2	3
Computer programmers	479	813	335	69 9	1 6
Radiologic technologists and technicians	115	190	75	64 7	3
Dental hygienists	87	141	54	62 6	3
Dental assistants	155	244	89	57 0	4
Physician assistants	26	41	15	56 7	1
Operations and systems researchers	38	59	21	54 1	1
Occupational therapists	29	45	15	52 2	1
Peripheral electronic data processing equipment operators	46	70	24	50 8	1
Data entry keyers, composing	29	43	15	50 8	1
Optometrists	37	55	18	49 2	1

Table 5. Industries projected to generate the largest numbers of new wage and salary jobs, 1986–2000

Industry	New jobs (thousands)
Eating and drinking places	2,471
Offices of health practitioners	1 375
New and repair construction	890
Nursing and personal care facilities	852
Personnel supply services	832
State and local government education	784
Machinery and equipment wholesalers	614
Computer and data processing services	613
Grocery stores	598
Hotels and other lodging places	574
Outpatient facilities and health services, n e c	547
State and local general government, n e c	546
Research management and consulting services	531
Legal services	522
Credit agencies and investment offices	499
Credit reporting and business services, n e c	497
Hospitals private	481
Department stores	388
Real estate	353
Services to dwellings and other buildings	341

n e c = not elsewhere classified

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OCCUPATIONAL PROJECTIONS FOR 1995

Fastest-Growing Occupations in Ohio

These are the occupations that are projected to have the greatest percent increase in jobs from 1985 to 1995.

Occupations	Estimated Job Openings Per Year	Estimated Percent Growth
Paralegal personnel	149	65.52
Data processing equipment repairers	235	51.36
Medical assistants	443	48.55
Dental hygienists	223	43.70
Dental assistants	561	43.56
Dentists	412	41.70
Computer systems analysts	665	41.15
Home health aides	128	39.16
Securities, financial services and sales	439	37.32
Computer programmers	730	37.11
Social workers, medical and psychiatric	247	35.91
Travel agents	267	35.64
Architects	162	34.72
Lawyers	1,534	34.63
Physician assistants	160	34.22

Occupations with the Most Job Openings in Ohio Due to Growth and Replacement Needs

Although not the fastest growing, the following occupations are projected to have the most job openings in Ohio between 1985 and 1995.

Occupations	Estimated Job Openings Per Year	Estimated Percent Growth
Salespersons, retail	7,758	13.01
Cashiers	6,926	25.96
Managers and administrators (except for general managers and top executives)	6,075	17.49
General managers and top executives	3,946	13.60
Janitors and cleaners (except maids)	3,718	13.77
General office clerks	3,486	6.79
Secretaries	3,294	0.84
Nursing aides and orderlies	3,208	20.74
Food preparation and service workers	3,175	6.03
Registered nurses	3,136	28.39
Bookkeeping and accounting clerks	2,777	7.26
Truck drivers, heavy	2,712	16.46
Guards and watch guards	2,618	6.76
Food preparation workers	2,567	14.26
Accountants and auditors	2,417	29.02

Source: Ohio Bureau of Employment Services, Labor Market Information Division.

STARTING SALARIES, WHAT TO EXPECT?

Knowing the going rate for entry jobs in your field helps when evaluating job offers or responding to employer questions about salary. Here are some starting salaries in illustrative fields, shown by level of education often required. Obviously, many factors will influence these rates, such as geography, economic conditions, and your background. Salaries are based on figures taken from the Occupational Outlook Handbook, the College Placement Council, and the Michigan State University Placement Office. All are annual rates, assuming persons worked the entire year.

High School Diploma

aircraft flight attendant	$14,000	fast-food worker	$ 8,000
bank teller	9,800	fire fighter	17,400
bricklayer (apprentice)	10,400	postal mail carrier	19,000
cashier	8,300	receptionist	11,500
clerk typist	11,800	refuse collector	13,700
child-care worker	7,100	shipping clerk	12,500
EKG technician	13,000	telephone operator	12,000

Two-Year College or Career School Study

broadcast technician	$11,500	medical laboratory technician	$13,300
cosmetologist	7,500	photographer	10,200
dental hygienist	14,000	recreation therapist	14,500
electronic technician	15,300	respiratory therapist	17,200
licensed practical nurse	12,500	surgical technician	13,200

Bachelor's Degree

accountant	$21,200	marketing	$19,300
air traffic controller	18,000	mathematician	25,300
bank officer	16,000	mining engineer	26,900
business administrator	19,500	nurse (R.N.)	20,000
chemist	22,000	newspaper reporter	14,000
civil engineer	26,000	petroleum engineer	32,500
computer programmer	19,200	radio and TV announcer	13,000
electrical engineer	28,000	recreation worker	15,000
forester	14,700	second lieutenant (Army)	14,263
geologist	23,000	teacher	15,000 to 23,000

Master's Degree

accountant	$24,000	FBI agent	$24,000
athletic coach	19,000	guidance counselor	18,000 to 23,000
business (M.B.A.)	28,800	librarian	19,000
college instructor	20,000	speech therapist	22,000
educational psychologist	21,000	social worker	21,000

Doctor's or Professional Degree

attorney (federal)	$21,800	mathematician (Ph.D.)	$38,500
chemist (Ph.D.)	36,200	physics (Ph.D.)	41,800
college assistant professor	24,000	physician (residency)	20,000
computer scientist (Ph.D.)	45,200	psychologist (Ph.D.)	27,000
lawyer (L.L.B.)	27,000	sociologist (Ph.D.)	26,000

Source: Ohio Bureau of Employment Services, Labor Market Information Divison

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IT PAYS TO ADVANCE FAR IN SCHOOL, STUDY SHOWS

Washington (AP) - School pays handsomely, a new government report shows. Professionals earn more than five times as much money as people who didn't finish high school and double the income of those who settled for a bachelor's degree.

Professionals, such as doctors and lawyers, are the nation's leading money earners, averaging $3,871 a month, the Census Bureau said yesterday.

Youngsters considering dropping out of high school may want to compare the professionals' income with the average received by people who haven't finished high school: $693 a month.

"There's a hard lesson shown just in the listing of degrees, irrespective of field. There's a clear relationship, that economic rewards do accrue at each progressive level" of education, Robert Kominski of the Census Bureau said.

Following professionals at $3,871 a month, the bureau's study said, were people with doctorates, who averaged $3,265 a month over the 4-month study period.

At the next step down, people with a master's degree averaged $2,288 a month. Holders of a bachelor's degree averaged $1,841, followed by those with an associate's degree at $1,346.

Close behind were people who received vocational training, who had average monthly earnings of $1,219. People who attended college but left without a degree averaged $1,169, and high school graduates managed $1,045-a-month.

In addition to law and medicine, engineering and business proved lucrative fields, while at the low end of the scale were such studies as theology, liberal arts, and home economics.

Source: The Columbus Dispatch/Friday, Oct. 2, 1987

CONCERN: **CAREER PLANNING**

MODULE: **CAREER OPTIONS**

FACT 2.22

PROCESS SKILLS | CONCEPTS | STRATEGIES

PROBLEM

1. Career Change

a. In small groups, decide how your career would be affected by the following situation:

(1) Your employer has a rule that everyone has to change his or her career every five years in accordance with each person's abilities, interests, achievements, and personality. Someone who has worked as a computer operator for five years may suddenly be assigned to be a custodian for the next five years.

Discussion Questions

- How will this affect your life?
- Given your abilities, interests, achievements, and personalities, what are your alternatives?
- What are the consequences of your job changes?
- What will be the effects of those consequences upon you? Your family? Your community?

b. Assess how the following statement affects your career choices:

(1) Current statistics state that a person will change jobs five to seven times in his or her lifetime. Future projections indicate a person will change jobs seven to ten times in his or her lifetime.

c. (For teacher) Scramble the presidents and their occupations. Match the U.S. presidents with their "other" careers.

(1) Harry Truman - Owner of a haberdashery shop
(2) Ronald Reagan - Actor
(3) Herbert Hoover - Harvard Business School instructor
(4) Warren Harding - Editor of Marion Star, an Ohio newspaper
(5) John Kennedy - Pulitzer Prize winning author
(6) Gerald Ford - Yale boxing and football coach

PROCESS SKILLS	CONCEPTS	STRATEGIES
	2. Self-concept and Career Choices	a. Agree or disagree with the following statements, justifying your responses. According to Donald E. Super, (1) "Your career decisions and how you go about making them serve as at least a partial basis for how you see yourself..." (2) "...you select a career (that) enables you to have a role consistent with your career self-concept." (Dillard, pp. 18-19) b. Share answers to the following questions in small groups: (1) What is my view of myself in a career? (2) How has my self-concept influenced my career choice? (3) How might self-concept influence my career choice in the future?
	3. Maslow's Hierarchy of Needs and Career Choices	a. Using resources, review "Maslow's Hierarchy of Needs" (p. 347). **Discussion Questions** •What are your personal needs? •How have my needs shaped my ideas about selecting a career? •Which, if any, of my personal needs are causing me to ignore other important factors when choosing a career? •To what extent should I allow my needs to guide my career? •How satisfied am I with the direction my needs are taking me? b. Determine the needs from Maslow's hierarchy that would influence the following individuals in making career choices: (1) Unemployed man with a critically ill wife, one child, and house mortgage payments (2) A financially secure but lonely widow whose children are grown (3) A man whose career is not satisfying to him anymore
	4. Factors Influencing Career Choices	a. Explain how the following influence career choices:

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(1) Parents (2) Spouse (3) Children (4) Desire to avoid career success (5) Unplanned events or accidents (6) Ability b. Complete "Factors Influencing My Career Choice" (p. 348).
	5. Sources of Career Information	a. Brainstorm about types of information you want to know about various occupations, including (1) Job requirements are those things you must have in order to get a job, such as certain amounts of education or training, special abilities, work experience, or special licensing. (2) Job descriptions tell you about the occupation itself, duties, pay scales and working conditions. (3) Job futures tell you the employment outlook for occupations, including the chances for advancement within the occupation. b. Using the Career Information System and as many different resources as possible, collect data about an occupation, where that occupation openings exist, and what experience is necessary. List ways to locate information about occupations such as (1) Talking to people in that occupation (2) Asking your counselor or employment agency for information (3) Observing workers on the job (4) Thinking about your own work experience(s) (5) Interviewing employers who hire workers in the occupation in which you are interested (6) Reading about occupations in Occupational Outlook Quarterly and other publications (7) Writing to professional groups for information about particular occupations (8) Talking to members and officers of various trade unions (9) Forming a mentor relationship with a person in the occupation

PROCESS SKILLS	CONCEPTS	STRATEGIES

c. Evaluate the reliability of career information in various sources, such as federal publications, consulting and private career firms, popular magazines, technical and professional journals, and newspapers. Check sources for credibility and expertise, accurate and comprehensive information, and use of research.

Discussion Questions
- Are sources full of occupations that no longer exist?
- Do the sources mention new and projected future careers?
- How can a source of information affect a career decision?
- Why is it important to use reliable sources of information?
- What is the date of the publication?

d. Review "Using the Dictionary of Occupational Titles (DOT)" (p. 349). Select two occupations of interest and locate them in occupational classification manuals. Analyze the information for the code number, occupational characteristics, physical demands, environmental conditions, and related occupations.

6. Career Options

a. List three to five careers that deal primarily with the following categories:

(1) Ideas
(2) People
(3) Things
(4) Ideas and people
(5) Things and ideas
(6) Things and people
(7) Ideas, people, and things

Discussion Questions
- What type of career do I want for myself?
- Do I want a career that deals with ideas? People? Things? Or a combination?
- What qualities about me make this type of career suitable?
- What if everyone chose to work with ideas? People? Things?

b. List all of the occupations you would like to consider in your lifetime.

Put an "A" by those occupations that are alike or very similar. (A mechanic is a mechanic and usually has the ability to take apart and fix most things, so an auto mechanic could easily become a computer-repair person because the skills, though different, are basically the same.) Put a "D" beside those occupations that are different. (A nurse would be different from a mechanic because of many reasons--not too much would be similar in these occupations.)

Discussion Questions
- What general statements can you make about your choices?
- In what general occupational areas do you have interest?
- How might the job you do alter in your lifetime, yet be within the same general occupational area?

c. Using Dictionary of Occupational Titles and other resources, identify three to five careers that you are interested in learning more about.

e. Play "Occupational Card Sort Game" (p. 351).

7. Exploration of Selected Careers

a. In three small groups, complete one of the case studies in "Occupation, Industry, or Interest Area". Each group should do a different case study.

Discussion Questions
- What resources were most helpful? Least helpful?
- What would you do if you were...(the main character in the case study)?
- How do values and goals affect an individual's career choice?

b. List twenty jobs you would like to have. Cluster the jobs into occupations, industries, or interest areas.

c. Using results from standardized assessments, explore careers related to your interests, skills, and values.

d. Conduct informational interviews via telephone and/or face-to-face with individuals in careers that interest you. Ask questions about job requirements, responsibilities, and employment outlook.

e. For one day, observe an individual in a career that interests you. Follow

PROCESS SKILLS	CONCEPTS	STRATEGIES
		the person around at work, watching him or her complete job tasks and responsibilities. Discuss job requirements, responsibilities, employment outlook, advancement, benefits, and satisfaction. f. Complete "Career Exploration Worksheet" (p. 355) for at least three different careers, using information gathered from informational interviews, observation, and other resources. Rank the three careers from the best overall choice to the worst overall choice.
	8. Education for Career Choices	a. Decide what the individuals in the situations below should do. (1) Yolanda is a single parent. The father of her child does not provide any financial, emotional, or psychological support for the child. Yolanda dropped out of high school and does not think she has any marketable skills. She does not want to live on welfare for the rest of her life. Yolanda wants to take charge of her life. (2) Beatrice has not worked for 20 years. Her personal skills and interest inventory indicate a possible career in design technology. Beatrice is excited about the career opportunities in this area but has no formal training. (3) Bill is bored and frustrated at work. He has been passed over for promotions because he does not have supervisory skills. **Discussion Questions** •What alternatives are available? •Should any of the individuals return to school? Why or why not? •How does their education affect them? Their career choices? Their family? Society? b. Explore educational opportunities available in a career that interests you. Seek information on eligibility requirements, costs, financial aid, and courses available.
	9. Analysis of Career Choices	a. List factors to consider when making a career choice, including (1) Skills, interests, and work environment (2) Educational requirements

PROCESS SKILLS | CONCEPTS | STRATEGIES

(3) Salary and fringe benefits
(4) Employability
(5) Future employment outlook
(6) Location of jobs
(7) Work needs and expectations

PR

b. Using practical reasoning, decide what Edna should do.

(1) Edna, 52 years old, became a widow last year after her husband died suddenly of heart attack. Her only living relatives are her two grown daughters. Although Edna has an income sufficient to pay for necessities, she became bored staying at home and decided hastily to secure work to keep her busy. After working at a local medical clinic as a receptionist, she finds herself not liking the working hours, the constant contact with sick strangers, the low pay, and the lack of creativity.

Discussion Questions

- How would you describe Edna's situation?
- What might you suspect may be the cause of Edna's feelings?
- How might Edna have better approached her situation?

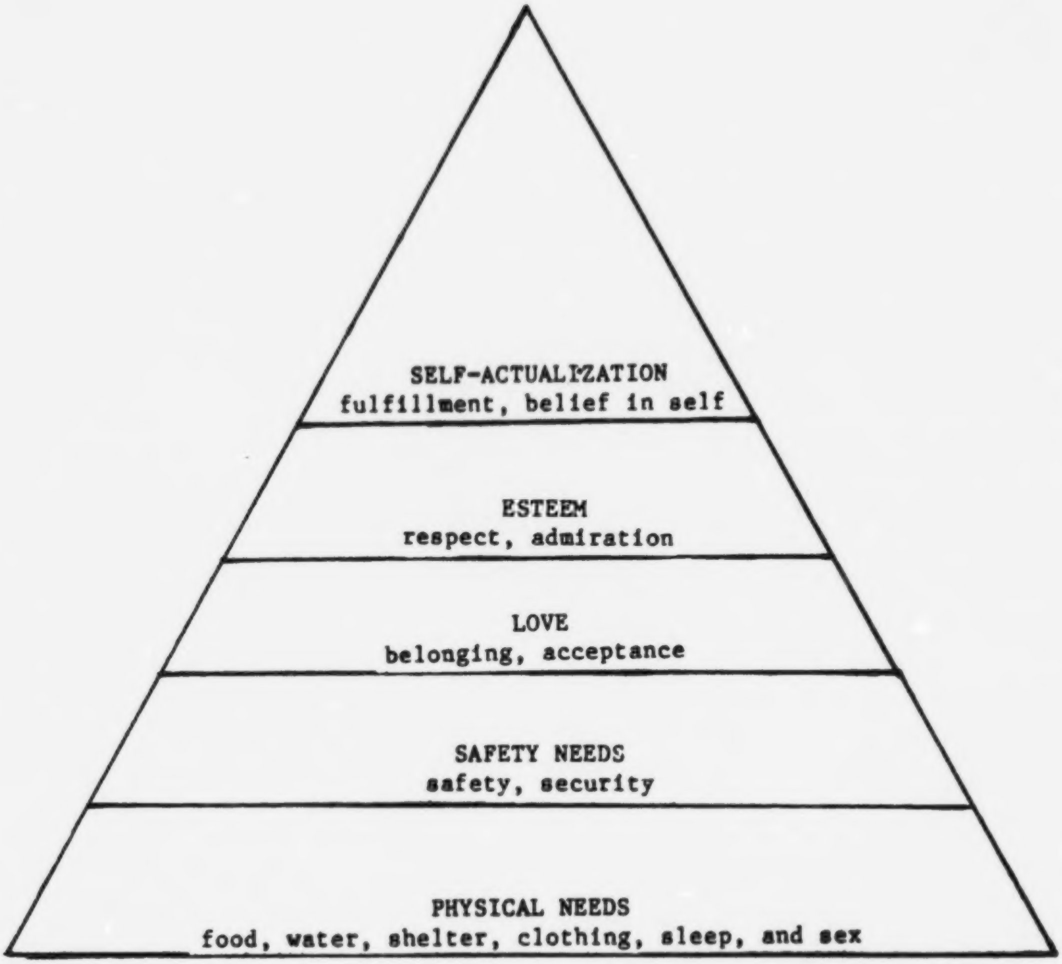
c. Using the best career choice from the **"Career Exploration Worksheet"** (p. 355), complete a **"Career Plan"** (p. 356).

d. Select an occupation and answer the following questions:

(1) How will this occupation affect your life as a family member?
(2) What will this mean to you? Your spouse? Your children? Society?
(3) What sacrifices do you anticipate making? How will the sacrifices affect your spouse? Your children?
(4) Does the occupation fit in with your values and standards as a family member? If so, how? If not, what may you have to modify? At whose expense?

Source: J. Dillard, Lifelong Career Planning (Columbus, OH: Charles E. Merrill Publishing Co, 1985)

MASLOW'S HIERARCHY OF NEEDS


SELF-ACTUALIZATION
fulfillment, belief in self
ESTEEM
respect, admiration
LOVE
belonging, acceptance
SAFETY NEEDS
safety, security
PHYSICAL NEEDS
food, water, shelter, clothing, sleep, and sex

Physical needs are top priority. Each level of need must be met before progressing to the next level.

FACTORS INFLUENCING MY CAREER CHOICE

Directions: Rate the degree of influence that each factor has had on your career choice by checking the appropriate column in the following chart.

	Degree of Influence			
Influencing Factors	Very Strong	Moderate	Little	None
Your attitude				
Your sex				
Your values				
Your goals				
Friends				
Significant others (relatives, male or female friends, husband or wife)				
Community				
Family background				
Education				
Teachers				
Lifestyle				
Indecisiveness				
Interests				
Skills				
Employment Trends				

1. Which factors had the greatest degree of influence on your career choice in the past? Explain.

2. Which factors seem to have the greatest influence on the career choice you are presently considering? Explain.

3. What are some possible courses of action you can take to have more influence over your career choice(s)?

Source: Adapted from Lifelong Career Planning by John Dillard, copyright 1985 Merrill Publishing Company Columbus Ohio, pp. 39-40. Reprinted by permission.

USING THE DICTIONARY OF OCCUPATIONAL TITLES (DOT)

The Dictionary of Occupational Titles (DOT) is one of the most useful books available for job hunters. It lists and describes in detail over 20,000 jobs currently held by persons in the United States.

Three reasons to use DOT are to
1. Inventory and describe skills
2. Research occupations
3. Prepare for a job search

Three ways to find an occupational title in DOT are to use the
1. "Occupational Group Arrangement" indicated by the first three numbers in the nine-digit code
2. "Alphabetical Index" when the job title is listed as you know it
3. "Inventory Arrangement" to research unfamiliar occupations

Understanding the Occupational Code Number
1. The first three numbers identify the type of job.

The first number identifies one of the nine broad categories given below.

0/1	Professional, Technical, Managerial
2	Clerical and Sales
3	Service
4	Agricultural, Fishery, Forestry
5	Processing
6	Machine Trades
7	Bench Work
8	Structural Work
9	Miscellaneous

The second number identifies the division within a category.
The third number identifies the occupational group within a division.

2. The fourth, fifth, and sixth numbers identify the worker functions required to perform the job. The lower the number, the more complex or difficult the occupation.

·The fourth digit relates to the data skill-level.

0	Synthesizing	Using information to develop new ideas
1	Coordinating	Organizing time, order, and place of actions based on information
2	Analyzing	Breaking down information presenting alternative actions
3	Compiling	Gathering, classifying, and reporting information
4	Computing	Performing arithmetic; calculating
5	Copying	Writing, entering, and posting information
6	Comparing	Identifying different parts of information

·The fifth digit relates to the people skill-level.

0	Mentoring	Advising, counseling, or assisting people in making decisions
1	Negotiating	Exchanging ideas and information with people in solving problems
2	Instructing	Teaching or training people
3	Supervising	Overseeing a group of people; assigning duties; maintaining work
4	Diverting	Amusing people; entertaining

Continued

Continued

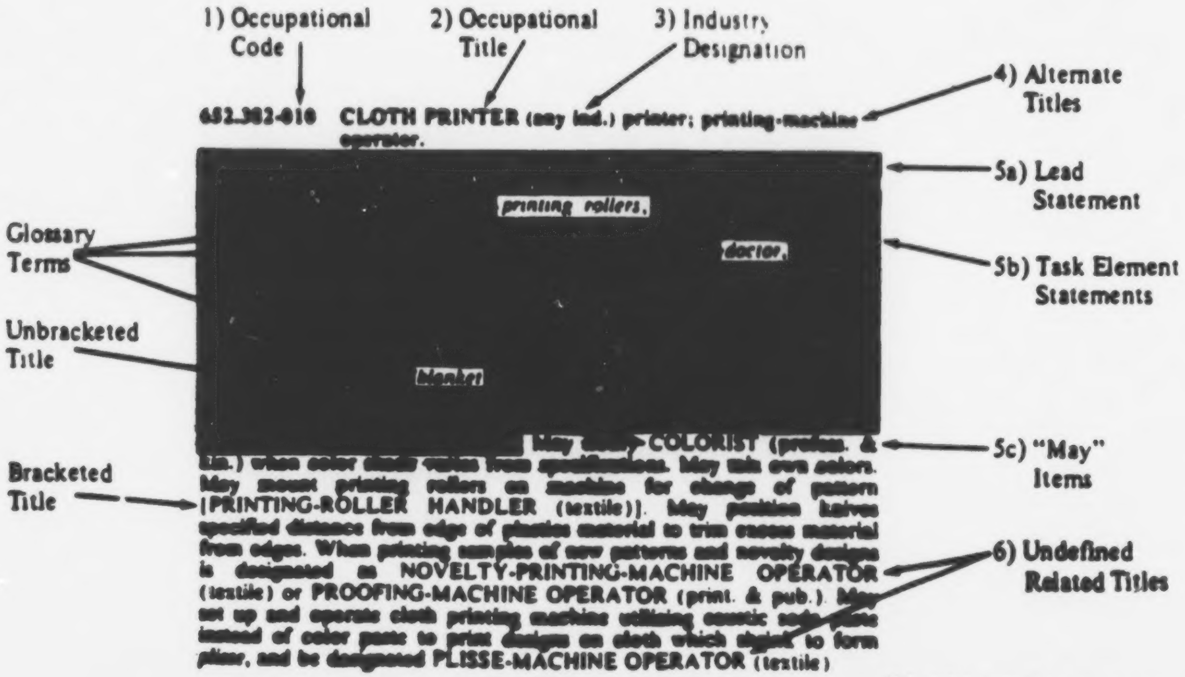
5	Persuading	Influencing people
6	Speaking and/ or Signaling	Talking with people; exchanging information
7	Serving	Attending to the needs and requests of people
8	Taking instructions	Helping

•The sixth digit relates to the things skill-level.

0	Setting	Adjusting machines or equipment by replacing or altering
1	Precision	Using your body and/or tools to work, moving, guiding, or placing objects and materials accurately
2	Operating and/ or controlling	Starting, stopping, controlling, and adjusting the progress of machines or equipment
3	Driving and/ or Operating	Starting, stopping, and controlling machines or equipment for which a course must be steered
4	Manipulating	Using your body and/or a tool to work, move, guide, or place objects
5	Tending	Starting or stopping automatic machines; adjusting materials and controls
6	Feeding	Putting in or removing materials from machine
7	Handling	Using body, tools, or devices to move or carry objects

Understanding the Title Entries

PARTS OF A DOT DEFINITION


1) Occupational Code
2) Occupational Title
3) Industry Designation
4) Alternate Titles
652.382-010 CLOTH PRINTER (any ind.) printer; printing-machine operator.
5a) Lead Statement
5b) Task Element Statements
5c) "May" Items
6) Undefined Related Titles
Glossary Terms
Unbracketed Title
Bracketed Title
printing rollers,
doctor,
blanket
COLORIST
[PRINTING-ROLLER HANDLER (textile)].
NOVELTY-PRINTING-MACHINE OPERATOR (textile) or PROOFING-MACHINE OPERATOR (print. & pub.).
PLISSE-MACHINE OPERATOR (textile)

BEST COPY AVAILABLE

OCCUPATIONAL CARD SORT GAME

Directions:

1. Make one set of occupation cards by writing one occupation on a 3 x 5 card. Make a set of cards for each group of 3-4 players.

Teacher
Mail Carrier/Postal Clerk
Assembly Line
Medic
Nurse
Housekeeper
Medical Asst.
Real Estate Agent
Computer Operator
Jeweler
Quality Control Technician
Horse Care/Stable Operator
Illustrator
Pattern Maker
Cook
Bus Driver
Office Manager
Machinist
Caterer
Receptionist
Groundskeeper
Dispatcher
Arena Manager
Hair Stylist
Parts Manager
Dietetic Assistant
Insurance Agent
Seamstress Tailor
Soil Tester or Worker
Accountant
Automobile Mechanic
Reservation/Ticket Agent
Meat Cutter
Dental Assistant
X-Ray Technologist
Credit Manager
Audio Visual Technician
Mobile Communications Technician
Horticultural Specialist
Air/Water Analysis Technician
Optical Technician
TV Producer/Director
Telephone Operator
Shipper Expediter
Librarian
Claim Adjuster Examiner
Word Processing Operator
Heating and Air Conditioning Specialist
Purchasing Agent
Child Care Supervisor
Veterinary Assistant
Natural Resource Technician
Law Enforcement Officer
Laundry Service Manager
Waiter or Waitress
Electrician
Retail Sales Clerk
Program Supervisor
Bookkeeper
Carpenter
Drafter
Engineering Technician
Surveyor
Legal Assistant
Civil Engineering Highway Technician
Advertising/Display Specialist
Supermarket Manager
Landscape Designer
Paramedic Technician
Telephone Installer Repairer
Paperhanger/Painter
Medical Record Technician
Appliance Repairer
Furnishings Specialist
Small Engine Mechanic
Commercial Artist
Recreation Worker
Home Health Care Aide
Product Demonstrator
Newspaper Reporter
Photographer

2. Divide into groups of 3-4 players.

3. One player in each group shuffles cards and deals five cards face-down to each player. Place remaining cards face down in stack in center of table.

4. Players examine their hands and decide which cards (occupations) are most appealing to them, and which they would discard.

5. Player to the left of the dealer begins play by drawing a card from the pile. Player decides of the card is a keeper by asking whether she or

continued

continued

he should consider the occupation. Of the six cards being held, one, the least desired occupation, must be discarded. Player places the card to be discarded face-up in a second pile beside the first fresh stack of unseen cards.

6. The next player has the option of selecting from the discard pile or from the fresh stack of cards. The player must choose to discard one of the six cards so five cards always remain.

7. Succeeding players can draw either from the discard or fresh card stacks.

8. Play continues until the teacher calls stop after 5 minutes ending Round one.

9. After each Round, players score the cards they are holding in their hands. Use the following rating scale:
   4 points = very interested, will seriously consider
   3 points = somewhat interested, may consider
   2 points = little interest, doubt that I will consider
   1 point = no interest, completely ruled out

   Enter score of each player for Round on tally sheet below.

10. After tallying scores, players reveal their hands to the group and take turns explaining which occupations interest them and why, and why they would rule out others.

11. Begin Round 2, another 5 minutes of play, by continuing with the same hand and picking up with next player.

12. Play 3 or 4 rounds as time permits, allowing sufficient time for discussion between rounds.

13. At end of last round, the player with the highest score wins. (A score of 20 is perfect.) Note, however, that all players are winning as they progress toward selecting an occupational goal. Each player should select at least two occupations to investigate.

Tally Sheet

Player Name:	Round 1	Round 2	Round 3	Round 4
1.				
2.				
3.				
4.				

Source: Pat Gosz, Expanded Career Choices (White Bear Lake, MN: Minnesota State Board of Vocational Technical Education, 1985), pp. 374-379.

OCCUPATION, INDUSTRY, OR INTEREST AREA

Occupation

Joe Jackson is a 16-year-old who lives with his parents. He has always been athletically motivated and managed to maintain a low B average in high school. Joe is also mechanically inclined and he and his father have spent many hours maintaining the family automobiles. When he is not playing basketball or baseball, Joe is playing videogames, for which he has a tremendous fascination. Joe has had several low-paying jobs that he always quit because he didn't like them. His parents have told him he must get a good job and his own place to live this year. Joe has expressed an interest in computers and would like to learn how to program them and "how to make them solve problems." His dad has mentioned several occupations that are in high demand in the military, including computer peripheral equipment operator, systems analyst, and information system programmer. Joe has no idea of the nature of any of these occupations, but is curious and interested in making computers a part of his career. His secret ambition is to design videogames which are more challenging than the current arcade games.

1. Select and identify an occupational title.
2. Research an occupational description and identify a numerical code.
3. Determine the industries which employ the selected occupation and occupational concentrations in each industry.
4. Identify the industry title, description, and numerical code.
5. Review the size and structure of the industrial base in the local labor market to assess job opportunity.
6. Examine job openings by occupation.
7. Examine projected occupational employment opportunities.
8. Examine occupational preparation and training requirements.
9. Identify related occupations.
10. Examine occupational wage rates.
11. Examine advancement opportunities and career ladders.
12. Identify interest areas for cross referencing.

Industry

Mary Johnson is a 17-year-old divorcée with a three-year-old daughter. She was married while in high school and has never held a full-time job other than babysitting for friends. Although she receives child support, Mary's financial picture is far from bright. Her parents send her some money to help with the essentials until she finds a job, but it is barely enough. Mary also suffers from asthma which sometimes makes breathing difficult. She is sharing an apartment with a woman who works as a bartender. She could get a job as a cocktail server except the smoke from the nightclub seriously affects her breathing. She is considering moving back home to Omaha, Nebraska and living with her parents. Her mother works as a secretary in the personnel department of a large manufacturer of household appliances and assures Mary that she would help her get a job in the firm. This possibility interests Mary as the firm has a reputation for treating their employees well and even provides day care services. She has no idea, however, what type of job she would like or be capable of performing. She has limited typing skills but is very willing to learn new skills in order to secure a job with this firm. Her understanding of the world of work is limited and she would like some help in preparing for a new occupation; hopefully, one which she can practice in her mother's firm.

continued

Continued

1. Select and identify an industry name.
2. Research the industry definition and identify a numerical code.
3. Review the size and the structure of the industrial base in the local labor market to assess job opportunities.
4. Determine the occupations that employ people in the selected industry and the occupational staffing pattern of the industry.
5. Select an occupational title.
6. Research the occupational description and identify a numerical code.
7. Examine job openings by occupation.
8. Examine projected occupational employment opportunities.
9. Examine occupational preparation and training requirements.
10. Identify related occupations.
11. Examine occupational wage rates.
12. Examine advancement opportunities and career ladders.
13. Identify interest areas for an alternate approach to exploring occupational options.

Interest Area

Nancy has always been interested in the arts. Her mother insisted on piano and dance lessons. Nancy, however, showed greater interest in visual arts, especially drawing and design. At her mother's insistence, Nancy performed in high school plays and recitals. As her high school years came to an end, Nancy found herself in a difficult position. Her mother and grandmother thought she should go on to college and study theater and drama. However, she became pregnant and decided to drop out of high school and take care of her baby. Still, Nancy never lost her interest in drawing, painting, and design. She did not really enjoy the pressure-packed existence of the performer, but instead preferred the more relaxed and creative life of behind-the-scenes work. In high school, she had done very well in both imaginative and regimented projects, and had designed and supervised both the sets and the costumes in the junior class play. Nancy had hoped to make a career out of her interest but was very uncertain as to what occupations she would fit into, what options and related careers she might pursue, and whether there were any jobs available for people with her skills and interests. Without some guidance and information, Nancy feels compelled to follow her family's desire that she get a job as a performer so she would have a job, could take care of her baby, and would not need to finish high school.

1. Identify Nancy's interest area.
2. Select and identify an occupational title.
3. Research the occupational description and identify a numerical code.
4. Determine the industries that employ people in the selected occupation and occupational concentrations in each industry.
5. Identify the industry title, description, and numerical code.
6. Review the size and the structure of the industrial base in the local labor market to assess job opportunities.
7. Examine job openings by occupation.
8. Examine projected occupational employment opportunities.
9. Examine occupational preparation and training requirements.
10. Identify related occupations.
11. Examine occupational wage rates.
12. Examine advancement opportunities and career ladders.

Source: Improved Career Decision-Making Through the Use of Labor Market Information, 6th ed. National Occupational Information Coordinating Committee (U.S. Dept. of Labor, 1986)

CAREER EXPLORATION WORKSHEET

Occupation____

Person interviewed________________________________

Address______________________________Phone_________________

Job Title____

Duties and Responsibilities

____

____

Working Conditions (hours, hazards, physical mobility, environment)

____

____

Salary (entry level, five years from now, peak career)

____

____

Anticipated Employment Needs (current and future demand, local and national demand)

____

____

Educational and Training Requirements and Costs

____

____

Opportunities for Advancement

____

____

Helpful Work and Life Experiences

____

____

CAREER PLAN

Directions: Complete the following chart. Describe each occupational characteristic in as much detail as possible, list your sources of information, and evaluate each characteristic for its acceptableness to you. "Acceptable" means that you have the interest, value, or skill, or plan to meet that particular requirement of the occupation. "Not acceptable" means that you do not have the interest, value, or skill, and will not be able to meet that occupational requirement. "Not relevant" means that the requirement is not relevant to this occupation, to you, or to your circumstances.

Occupation____

Characteristic and Description	Sources of Information	Acceptability		
		Yes	No	Not Relevant
Industries, businesses, institutions, or organizations employing people:				
Geographic areas of the country in which the occupation is commonly found:				
Job duties: 1.________________ 2.________________ 3.________________ 4.________________ 5.________________				
Skills needed: 1.________________ 2.________________ 3.________________ 4.________________ 5.________________				
Training required: ________________ ________________ ________________ ________________ ________________				

Continued

Continued

Characteristic and Description	Sources Information	Acceptability		
		Yes	No	Not Relevant
Opportunities for advancement:				
Working environment:				
Salary:				
Fringe benefits:				
Employment demand:				
Other positions for which you would qualify:				
Jobs to take while waiting for openings:				

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. Entrepreneurship	a. Imagine owning any business possible in this world. In pairs, share your description of the business, the number and kind of employees, the profit, the work environment, and the affect on your personal and family life. b. React to the facts below. Indicate how the facts affect potential small business owners. (1) Due to the baby-boom generation, there are more persons with credentials and fewer challenging jobs in today's job market. (2) Experiences can be brought together later in life for an entrepreneurial venture. (3) Some 87 percent of new jobs are created by small business. (4) People will change careers at least three times in their lifetime. (5) Forty percent of entrepreneurs have a high school education or less. c. Review **"Small Business in Ohio—The Economic Realities!"** (p.364). Discuss the implications of the realities for small-business owners and job seekers.
	2. Characteristics of Entrepreneurs	a. Complete **"Entrepreneurship Self-assessment Profile"** (p.369). Using **"What is an Entrepreneur"** (p.373), explain how these characteristics are important to succeeding in a business. **Discussion Questions** •Which entrepreneurial characteristics do you have? •What could you do to develop the characteristics you are missing? b. Identify entrepreneurs in your community. Read **"What Do We Know About Entrepreneurs?"** (p.378). Determine if the entrepreneurs you identified have the indicated characteristics.

c. Survey small-business owners and ask what personal characteristics have helped them succeed. Compare your list to the one below.

(1) Determination
(2) High energy
(3) Resourcefulness
(4) Risk-taking ability
(5) Need to achieve
(6) Creativity
(7) Independence
(8) Leadership
(9) Profit orientation
(10) Perceptiveness
(11) Optimism
(12) Responsibility
(13) Goal-setting
(14) Innovativeness

d. Rank the following life-style preferences from 1 to 10 (1 being most important).

(1) Pursuing personal hobbies
(2) Being creative
(3) Having job security
(4) Spending time with friends
(5) Having a challenging career
(6) Taking vacations
(7) Spending evenings with family
(8) Relaxing
(9) Being the boss
(10) Feeling a sense of accomplishment

Discussion Questions
- What life-style preferences are important to you?
- Are your preferences compatible with becoming an entrepreneur? Why or why not?
- How do your values and goals affect your life-style preferences and your desire to become an entrepreneur?

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

e. List the advantages and the disadvantages of being an entrepreneur. List the advantages and the disadvantages of working at home. Compare and contrast the two lists.

3. Potential Business Ideas

a. In small groups, brainstorm products that need improvement, adaptation, or development. Then develop a corresponding list of small businesses that could create the products.

b. Name five unique or creative business ideas in your community.

c. Match personal skills and interests with possible business ideas.

4. Business Needs of Community

a. Contrast the market areas of two comparable businesses in your community (Example: large supermarket and small convenience store).

b. As a group, identify a potential entrepreneurial venture in the community. Discuss the competition that the venture would encounter.

Discussion Questions
•How many businesses compete?
•What special types of customers does each business try to attract?
.Where are these businesses?
•Which businesses seem most successful? Why?
•How long have successful competitors been around?

c. Complete **"Anticipated Changes"** (p.379) and **"Not Successfully Anticipated Changes"** (p.381). Discuss how anticipating and not anticipating societal changes affects the entrepreneur.

d. As a group, identify a business that you are interested in starting. Analyze the following market area changes and their effects on the business:

(1) Population changes
(2) New businesses
(3) Business's leaving or failing
(4) More working women

PROCESS SKILLS | CONCEPTS | STRATEGIES

(5) More leisure time
(6) New technologies
(7) Transportation
(8) Neighborhood changes
(9) More available credit

Discussion Questions

- What type of customer is being targeted?
- What products are being promoted?
- How does the business accommodate its customers?

5. Business Plans

a. In pairs or individually, develop a business that you would like to own. Determine the name and the kind of business, where it is located, the kind of customers served, total yearly gross sales, the number of employees, the hours open, and the personal skills used. Decide what you would do if the following occurred:

(1) Another business similar to yours opened in the community.
(2) Your accountant embezzled 20 percent of your income.
(3) Your employees left.
(4) You had too much inventory.
(5) Your rent increased.
(6) Your yearly gross sales were double your projections.

b. Inventory your business skills in each category listed. List where and when you learned the skill and the degree of expertise you have in the skill.

(1) Managing money
(2) Managing people
(3) Directing business operations
(4) Directing sales operations
(5) Marketing
(6) Setting up a business

c. Invite a panel of community entrepreneurs to discuss the pitfalls and the successes of being an entrepreneur.

6. Resources and Assistance

a. Visit the library to locate resources on entrepreneurship.

b. Invite speakers, such as a lawyer, an accountant, an advertising agent, a banker, an insurance agent, and a business owner, to discuss the advice they would give a business owner. Define the services that each professional can provide.

c. Interview previous and current business owners.

d. Decide what Judy should do and what kind of resources and assistance she should seek.

Judy is a 21-year-old single mother in a rural community. She sells toys from her home through a catalog company. Judy is persistent and assertive in selling the toys. Her customers are pleased with her service and her business is growing. Judy even remembers her customers' children's birthdays and approaches her customers at that time. Judy enjoys her work and the flexibility it allows her. She can stay at home with her two preschoolers. However, Judy has the following concerns about her business:

(a) She does not have a car.
(b) She fears strangers and new neighborhoods.
(c) She is limited in the types and the number of toys she carries.
(d) She is not proficient in reading, writing, or accounting.
(e) She has limited finances.
(f) She has many daily interruptions.
(g) She has little storage space for inventory.

Discussion Questions

- What is Judy's problem?
- What are Judy's alternatives?
- How do Judy's values and goals and her situation affect her alternatives?
- What resources and assistance should Judy seek?
- What are the consequences of each alternative?
- What are the effects of those consequences on Judy? On her children? On her community?
- How would Judy's decision change if she lived in a large city? On a farm? In a dual career family?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		e. Assuming that by the year 2000, 15 percent of the work force is employed part-time or full-time in the home, write or share your own situational story of a home-based entrepreneurial family in the year 2000. **Discussion Questions** •How would working at home change the quality of your personal relationships? •What will family structure be like? •How will relationships be formed? •What will life be like working at home? Owning your own business? •What relationship will the family have with the community?

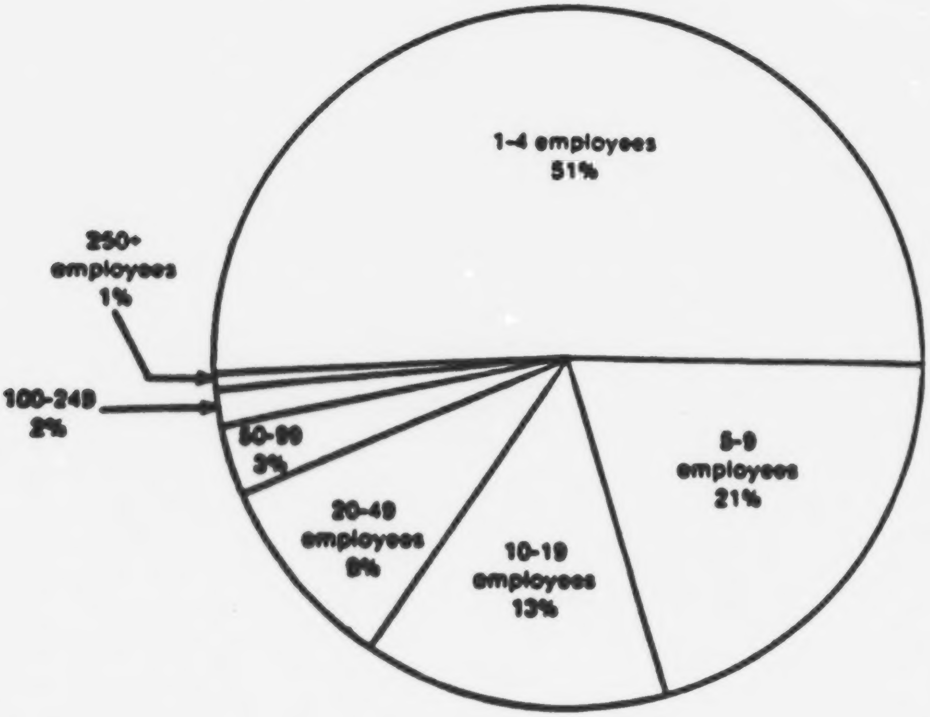
SMALL BUSINESS IN OHIO--THE ECONOMIC REALITIES!

Small business is an important part of this nation's economy--and it is an increasingly greater factor in Ohio's employment opportunities.

- More new jobs in Ohio come from small businesses. Of the total new jobs (200,508) created during the 1976-82 time period, the breakdown was:

Number of employees	Percent of new jobs
1-19	56.7
20-99	16.9
100-499	18.0
500+	8.4

- The majority of businesses in Ohio are small businesses. According to the 1980 Census, County Business Patterns, Ohio has the following distribution of companies by employee class size.



Continued

- **Women-owned businesses represent 25.1 percent of all non-farm sole proprietorships in Ohio, or 108,500 out of 432,800. This compares to 26.1 percent nationwide.**

- **Ohio's small business failure rate decreased 3.5 percent between January-September 1984 to January-September 1985 as compared to the U.S. increase of business failures of 6.8 percent during the same period.**

Where will the successful small businesses of tomorrow be created?

Type of Establishment	Percent of all Ohio Establishments (1)	Percent of all Employees Employed (2)
Inventor or Individual	Figures not available	
Agricultural Services, Forestry, Fishery	1%	1%
Mining	1%	1%
Contract Construction	9%	5%
Transportation and Other Public Utilities	3%	5%
Finance, Insurance, Real Estate	10%	6%
Services	27%	19%
Business Services	3%	4%
Wholesale Trade	9%	4%
Retail Trade	29%	21%
Manufacturing--All Types	8%	35%

(1) Figures in this column reflect the distribution of types of Ohio's businesses based on Standard Industrial Classification.

(2) Figures in this column represent the portion of Ohio employees that are employed in each type of industry.

Based on data from the U.S. Bureau of Census, County Business Patterns, 1980. Table 1b. "The State--Employees, Payroll, and Establishments By Industry: 1980."

Source: Catherine Ashmore et al., New Directions for Vocational Education, The National Center for Research in Vocational Education (Columbus, OH: The Ohio State University, 1986), p. 4.

ENTREPRENEURSHIP SELF-ASSESSMENT PROFILE

Instructions: This questionnaire will help you look at your personal background, behavior patterns, and life-style in relation to what is known about entrepreneurs. The questions were designed to represent some of the characteristics studies have shown that entrepreneurs tend to exhibit. Put an X under the response--Rarely or No or Mostly or Yes--that best represents your answer to each question. Be honest--there are no wrong answers. Complete all 50 questions.

		Rarely or No	Mostly or Yes
1.	Do you worry about what others think of you?	____	____
2.	Do you read books?	____	____
3.	Do you take risks for the thrill of it?	____	____
4.	Do you find it easy to get others to do something for you?	____	____
5.	Has someone in your family shared the experience of starting a business with you?	____	____
6.	Do you believe in organizing your tasks before getting started?	____	____
7.	Do you get sick often?	____	____
8.	Do you enjoy doing something just to prove you can?	____	____
9.	Have you ever been fired from a job?	____	____
10.	Do you find yourself constantly thinking up new ideas?	____	____
11.	Do you prefer to let a friend decide on your social activities?	____	____
12.	Did you like school?	____	____
13.	Were you a very good student?	____	____
14.	Did you run with a group in high school?	____	____
15.	Did you participate in school activities or sports?	____	____
16.	Do you like to take care of details?	____	____
17.	Do you believe there should be security in a job?	____	____

Continued

Continued

18. Will you deliberately seek a direct confrontation to get needed results? ____ ____

19. Were you the firstborn child? ____ ____

20. Was your father present during your early life at home? ____ ____

21. Were you expected to do odd jobs at home before 10 years of age? ____ ____

22. Do you get bored easily? ____ ____

23. Are you sometimes arrogant about your accomplishments? ____ ____

24. Can you concentrate for extended periods of time on one subject? ____ ____

25. Do you, on occasion, need pep talks from others to keep you going? ____ ____

26. Do you find unexpected energy resources as you tackle things you like? ____ ____

27. Does personal satisfaction mean more to you than having money to spend on yourself? ____ ____

28. Do you enjoy socializing regularly? ____ ____

29. Have you ever deliberately exceeded your authority at work? ____ ____

30. Do you try to find the benefits of a bad situation? ____ ____

31. Do you blame others when something goes wrong? ____ ____

32. Do you enjoy tackling a task without knowing all the potential problems? ____ ____

33. Do you persist when others tell you it can't be done? ____ ____

34. Do you take rejection personally? ____ ____

35. Do you believe that you generally have a lot of good luck that explains your successes? ____ ____

36. Are you likely to work long hours to accomplish a goal? ____ ____

Continued

continued

37. Do you enjoy being able to make your own decisions on the job? ____ ____

38. Did you wake up happy most of your life? ____ ____

39. Can you accept failure without admitting defeat? ____ ____

40. Do you have a savings account and other personal investments? ____ ____

41. Do you believe that entrepreneurs take a huge risk? ____ ____

42. Do you feel that successful entrepreneurs must have advanced college degrees? ____ ____

43. Do you strive to use past mistakes as a learning process? ____ ____

44. Are you more people-oriented than goal-oriented? ____ ____

45. Do you find that answers to problems come to you out of nowhere? ____ ____

46. Do you enjoy finding an answer to a frustrating problem? ____ ____

47. Do you prefer to be a loner in your final decision? ____ ____

48. Do your conversations discuss people more than events or ideas? ____ ____

49. Do you feel good about yourself in spite of criticism of others? ____ ____

50. Do you sleep as little as possible? ____ ____

Source: J. Balogh and C. Ashmore, *Beyond a Dream*, The National Center for Research in Vocational Education (Columbus, OH: The Ohio State University, 1985), pp. 26-28.

ENTREPRENEURSHIP SELF-ASSESSMENT PROFILE GUIDE

Instructions: The 50 questions have been grouped into three categories: personal background, behavior patterns, and life-style. Each question addresses specific areas that relate to entrepreneurs; these areas are noted in the parentheses following each question. The answers you see here are what studies show to be the responses commonly given by small business owners. You will want to compare your answers from the survey to what is shown here for similarities and conflicts. After you have done this, answer the questions at the end of this profile guide.

		Rarely or No	Mostly or Yes
Personal Background			
5.	Has someone in your family shared the experience of starting a business with you? (family training)		X
7.	Do you get sick often? (attitude, energy, health)	X	
9.	Have you ever been fired from a job? (displacement experience)		X
12.	Did you like school? (education)		X
13.	Were you a very good student? (average is common)	X	
14.	Did you run with a group in high school? (independence)	X	
15.	Did you participate in school activities or sports? (need to achieve)		X
19.	Were you the firstborn child? (responsibility)		X
20.	Was you father mostly present during your early life at home? (early responsibility)	X	
21.	Were you expected to do odd jobs at home before 10 years of age? (early experience)		X
Behavior Patterns			
1.	Do you worry about what others think of you? (self-confidence, locus of control)	X	
3.	Do you take risks for the thrill of it? (risk taking, internal locus of control)		X

Continued

continued

		Rarely or No	Mostly or Yes
4.	Do you find it easy to get others to do something for you? (leadership)		X
6.	Do you believe in organizing your tasks before getting started? (management, goal setting)		X
8.	Do you enjoy doing something just to prove you can? (achievement oriented)		X
10.	Do you find yourself constantly thinking up new ideas? (creative, innovation)		X
16.	Do you like to take care of details? (impatience, risk oriented)	X	
17.	Do you believe there should be security in a job? (internal locus of control)	X	
18.	Will you deliberately seek a direct confrontation to get needed results? (determination, assertiveness)		X
22.	Do you get bored easily? (impatience, energy)		X
23.	Are you sometimes arrogant about your accomplishments? (self-confidence, independence)		X
24.	Can you concentrate for extended periods of time on one subject? (perservance, determination)		X
25.	Do you, on occasion, need pep talks from others to keep you going? (self-starter, self-control)	X	
26.	Do you find unexpected energy resources as you tackle things you like? (energy, resourcefulness)		X
27.	Does personal satisfaction mean more to you than having money to spend on yourself? (egotism)		X
29.	Have you ever deliberately exceeded your authority at work? (self-confidence, assertiveness)		X
30.	Do you try to find the benefits of a bad situation? (optimism, flexibility)		X
31.	Do you blame others when something goes wrong? (personal ability, problem solving)	X	

continued

Continued

		Rarely or No	Mostly or Yes
32.	Do you enjoy tackling a task without knowing all the potential problems? (resourcefulness, risk taking)		X
33.	Do you persist when others tell you it can't be done? (optimism)		X
34.	Do you take rejection personally? (flexibility, self-confidence)	X	
35.	Do you believe that you generally have a lot of good luck that explains your successes? (internal locus of control)	X	
37.	Do you enjoy being able to make your own decisions on the job? (independence, responsibility)		X
38.	Did you wake up happy most of your life? (optimism)		X
39.	Can you accept failure without admitting defeat? (determination, optimism)		X
41.	Do you believe that entrepreneurs take a huge risk? (self-confidence, internal control)	X	
42.	Do you feel that successful entrepreneurs must have advanced college degrees? (resourcefulness, initiative)	X	
43.	Do you strive to use past mistakes as a learning process? (initiative, optimism)		X
45.	Do you find that answers to problems come to you out of nowhere? (foresight, perceptiveness, persistent)		X
46.	Do you enjoy finding an answer to a frustrating problem? (tolerance of ambiguity, initiative)		X
Life-styles			
2.	Do you read books? (time not available)	X	
11.	Do you prefer to let a friend decide on your social activities? (control, responsibility)	X	
28.	Do you enjoy socializing regularly? (goal oriented, time management)	X	
36.	Are you likely to work long hours to accomplish a goal? (persistence, determination)		X

Continued

Continued

	Rarely or No	Mostly or Yes
40. Do you have a savings account and other personal investments? (profit-oriented)		X
44. Are you more people-oriented than goal-oriented? (need to achieve)	X	
47. Do you prefer to be a loner in your final decision? (independence, self-confidence)		X
48. Do your conversations discuss people more than events or ideas? (idea oriented, creativity)	X	
49. Do you feel good about yourself in spite of criticism of others? (tolerance of ambiguity, self-confidence)		X
50. Do you sleep as little as possible? (time management, energy)		X

Answer these questions:

1. What personal weaknesses did you discover?
2. Can you be an entrepreneur with these weaknesses?
3. What can you do to improve you areas of weakness?
4. What are your strengths?
5. Do your strengths make up for your weaknesses?
6. Is your life-style compatible with the demands upon an entrepreneur?

Source: J. Balogh and C. Ashmore, Beyond a Dream, The National Center for Research in Vocational Education (Columbus, OH: The Ohio State University, 1985), pp. 40-44.

WHAT IS AN ENTREPRENEUR?

The "Entrepreneurship Self-assessment Profile" is a questionnaire based on the research available on the entrepreneurial personality. Much has been written about the tendencies of entrepreneurial people, but there are few people who have all of these characteristics. This activity serves to help you decide whether you have more entrepreneurial approaches to life. It should help you understand some of the attitudes important to succeeding in your own business. But it cannot be used as an absolute measure of whether to start a business or not.

The following answers to each question on the profile will give you insight into why the entrepreneur tends to give this answer.

1. Do you worry about what others think of you?
   Entrepreneurs are generally loners who do what they wish in spite of others! They are not dependent on others and have a very strong internal locus of control (sense that they are in charge of their own fate). Researchers in motivation have shown that entrepreneurs score low on the need for affiliation. Typically, they score high in need for achievement and moderate need for power.

2. Do you read books?
   They rarely take the time or patience to read anything that does not impact directly on their activities and interests.

3. Do you take risks for the thrill of it?
   Risk taking is an entrepreneur's way of demonstrating a belief in one's self and personally testing it. Entrepreneurs do not believe that they take unreasonable risks. They are moderate risk takers--not gamblers.

4. Do you find it easy to get others to do something for you?
   Entrepreneurs find ways to get the job done, often by convincing other people to do whatever is needed. They generally have leadership traits.

5. Has someone in your family shared the experience of starting a business with you?
   About half of the people who start businesses learn how to do it from their family experiences.

6. Do you believe in organizing your tasks before getting started?
   Entrepreneurs are generally good planners who usually see the benefit of organizing although often don't take time to do it well.

7. Do you get sick often?
   Entrepreneurs generally overlook ailments in their enthusiasm for their work. They don't believe they "have time" to be sick!

continued

continued

8. Do you enjoy doing something just to prove you can?
Entrepreneurs are achievement-oriented people who enjoy proving themselves. They seek out challenges (opportunities) and they overcome (exploit) them.

9. Have you ever been fired from a job?
Being fired is a common background for those who decide to do it on their own. They often have trouble following others and they feel that failure is an opportunity to learn, not a disgrace.

10. Do you find yourself constantly thinking up new ideas?
They are very creative, innovative types who find ideas come to them intuitively.

11. Do you prefer to let a friend decide on your social activities?
When they participate in social activities, they prefer to be in charge. They often prefer to do things alone or in small groups.

12/13. Did you like school? Were you a very good student?
Although most of them liked school and liked to learn, they often were not the good students that did all the assignments and learned everything. In fact, they were probably those students who got A's in the areas of interest and F's in everything else.

14. Did you run with a group in high school?
Entrepreneurs are more often alone and do not feel the social need to run with a group or gain approval.

15. Did you participate in school activities or sports?
School activities and sports were generally less important than jobs and personal interests.

16. Do you like to take care of details?
Entrepreneurs are great at creating new ideas and systems, but not so good at following through on all the details.

17. Do you believe there should be security in a job?
Since entrepreneurs believe in themselves and their ability to find a way, security in a job is not their priority.

18. Will you deliberately seek a direct confrontation to get needed results?
Entrepreneurs are often assertive and determined people who will confront others to make things happen.

19. Were you the firstborn child?
The oldest child learns early to be assertive, to be in control, etc.

20. Was your father mostly present during your early life at home?
When a father is absent from the home frequently, the children often learn to take more responsibility at an early age.

continued

continued

21. Were you expected to do odd jobs at home before 10 years of age?
Again, learning responsibility at an early age can carry over into an attitude of self-confidence and inner locus on control.

22. Do you get bored easily?
Entrepreneurs are easily bored because they are impatient "doers" with a great deal of energy. They tend to be difficult to interest in anything other than their own interests.

23. Are you sometimes arrogant about your accomplishments?
Self-confidence from an independent person often results in an arrogant behavior style, particularly in relation to personal accomplishments.

24. Can you concentrate for extended periods of time on one subject?
The entrepreneur stays with goals in spite of all kinds of disappointments. It is the perseverance and determination of this person that leads to success when others would fail.

25. Do you, on occasion, need pep talks from others to keep you going?
Everyone occasionally needs to receive support or pep-talks, but entrepreneurs are less likely to seek support because they are self-starters who have a great deal of self-control, and internal drive, when it comes to their goals.

26. Do you find unexpected energy resources as you tackle things you like?
Entrepreneurs work long hours at making their business idea succeed. They find great energy and resourcefulness when doing the things they enjoy.

27. Does personal satisfaction mean more to you than having money to spend on yourself?
Personal success and ego needs are the driving force for many entrepreneurs. Having money to spend is a benefit, not a purpose.

28. Do you enjoy socializing regularly?
Entrepreneurs generally do not spend time socializing unless it meets a purpose for their personal goals. They tend to b happier pursuing these goals than pursuing friendships. Socializing regularly requires substantial time commitments--commitments unavailable to the entrepreneur.

29. Have you ever deliberately exceeded your authority at work?
They are sufficiently self-confident and assertive people and they often take risks on a job that others would not try.

30. Do you try to find the benefits of a bad situation?
Entrepreneurs are the eternal optimists who look at a bad situation as an opportunity to do something new. They are flexible in their problem-solving approach and learn from mistakes.

continued

continued

31. Do you blame others when something goes wrong?
Blaming others is a poor problem-solving approach that accomplishes very little. They tend to want to move ahead and overlook any but their own contribution to the situation.

32. Do you enjoy tackling a task without knowing all the potential problems?
Entrepreneurs trust themselves and therefore have a "tolerance for ambiguity." The challenge in tackling a task is to be resourceful as problems arise.

33. Do you persist when others tell you it can't be done?
Few businesses would ever be started if entrepreneurs listened to everyone who said that it couldn't be done. Their persistence and optimism gives them the ability to keep going.

34. Do you take rejection personally?
Rejection does not affect an optimistic person who has a great deal of self-confidence. Again, this just becomes a problem to be solved.

35. Do you believe that you generally have a lot of good luck that explains your successes?
Entrepreneurs generally believe that they are in control of their own fate (internal locus of control) and do not believe in luck. An interesting number do, however, say their religion gives them support.

36. Are you likely to work long hours to accomplish a goal?
Long hours mean very little to a persistent, determined person.

37. Do you enjoy being able to make your decisions on the job?
Being able to make your own decisions on the job is very important to an independent person who takes pride in taking responsibility.

38. Did you wake up happy most of your life?
Waking up happy in the morning relates to your attitudes about life--the optimistic person sees each day as a new opportunity.

39. Can you accept failure without admitting defeat?
Accepting failure and continuing to find new ways to succeed is the mark of an optimistic person. Those who are determined to succeed do not admit defeat easily.

40. Do you have a savings account and other personal investments?
Entrepreneurial people are money-oriented and often start early to save for their future goals.

41. Do you believe that entrepreneurs take a huge risk?
Entrepreneurs know that others believe they are taking risks, but their own self-confidence and internal locus of control makes them sure that their ideas are only moderately risky.

continued

continued

42. Do you feel that successful entrepreneurs must have advanced college degrees?
Entrepreneurs believe in their own resourcefulness and initiative and have little patience with getting an extensive and broad education before they pursue their dreams. Although education backgrounds vary, only about one out of three have a college degree of any kind.

43. Do you strive to use past mistakes as a learning process?
Past mistakes are merely experience to the optimistic person with initiative.

44. Are you more people oriented than goal-oriented?
Entrepreneurs are much more goal-oriented than people oriented. Therefore, they are often loners, who act from their own goals and care less whether they are popular.

45. Do you find that answers to problems come to you out of nowhere?
Because they are goal-oriented and creative, entrepreneurs are persistent in working on their problems--even in their subconscious. As a result they seem to have foresight and unusual perceptiveness.

46. Do you enjoy finding an answer to a frustrating problem?
The challenge of taking initiative to look for an answer to a frustrating problem reflects the entrepreneur's ability to work in an environment that is new and unknown. They generally have great tolerance for ambiguity.

47. Do you prefer to be a loner in your final decision?
Entrepreneurs enjoy making their own decisions and often have a hard time delegating work as a result.

48. Do your conversations discuss people more than events or ideas?
They are much more interested in discussing ideas than people. They tend to have very little interest in people except as they affect their goals.

49. Do you feel good about yourself in spite of criticism of others?
Criticism and rejection can be tolerated because entrepreneurs get confidence from their personal achievements, not the opinions of others.

50. Do you sleep as little as possible?
Entrepreneurs exhibit relatively high energy levels and feel that sleeping is a waste of time that could be used for better purposes. Entrepreneurs work late and typically rise early. When one arrives first and leaves last, one heightens his or her sense of control over the enterprise--control is a valuable asset to entrepreneurial personalities.

Source: J. Balogh and C. Ashmore, Beyond a Dream, The National Center for Research in Vocational Education (Columbus, OH: The Ohio State University, 1985)

WHAT DO WE KNOW ABOUT ENTREPRENEURS?

Small business creators come in all kinds of sizes and shapes. We can't predict who won't make it work. Researchers have tried to find some common element for entrepreneurs that your students may match. A recent report on entrepreneurs from the National Federation of Independent Business suggests the following:

- About 40 percent of entrepreneurs had a high school degree or less.
- About 50 percent of entrepreneurs had parents who owned a business.
- Thirty-five percent of entrepreneurs were under the age of 30.
- Entrepreneurs generally believe they can control their own future.
- It is psychologically easier to start a business when you are around others who are doing it.
- Job experience acts as an incubator for employees who are getting ready to branch into their own business.
- More than 50 percent of entrepreneurs start businesses in the areas in which they already have job experience.
- Personal savings are the most important source of funds to the beginning entrepreneur.
- Most people start businesses where they are already living and working.
- Qualities such as determination, energy, and an ability to learn from previous experience can make a difference.
- Successful entrepreneurs tend to seek advice from outside professionals.
- Success does not mean the same to all entrepreneurs.
- Entrepreneurs are influenced early in their lives by role models and mentors.

Source: Catherine Ashmore, New Directions for Vocational Education, The National Center for Research in Vocational Education (Columbus, OH: The Ohio State University, 1986), p. 8.

ANTICIPATED CHANGES

Directions: For each company below, write the response the company made in light of societal changes.

COMPANY	CHANGE	RESPONSE
Wendy's	Baby Boomlet	
	Increase in Working Mothers	
	Increase in Health Concern	
Stouffer's	Increase in Health Concern	
	Less Discretionary Time	
	Increase in Desire For Quality	
Kinder Kare	Baby Boomlet	
	Increase in Number of Working Mothers	
Health Clubs	Increasing Health Concerns	
Atari	Increasing Desire For Novelty, Change and Escape	

Source: Catherine Ashomre et al., Risks and Rewards of Entrepreneurship (MN: EMC Publishing Inc., 1988)

ANTICIPATED CHANGES
(Key)

Directions: For each company below, write the response the company made in light of societal changes.

COMPANY	**CHANGE**	**RESPONSE**
Wendy's	Baby Boomlet	(Children's menu)
	Increase in Working Mothers	(Children's menu)
	Increase in Health Concern	(Salad bar; light menu)
Stouffer's	Increase in Health Concern	(Low calorie frozen dinners)
	Less Discretionary Time	(Gourmet frozen dinners)
	Increase in Desire For Quality	(Gourmet frozen dinners)
Kinder Kare	Baby Boomlet	(Chain store type child care)
	Increase in Number of Working Mothers	(Chain store type child care)
Health Clubs	Increasing Health Concerns	(Fitness equipment; exercise classes)
Atari	Increasing Desire For Novelty, Change and Escape	(Video games)

Source: Catherine Ashmore et al., Risks and Rewards of Entrepreneurship (St. Paul, MN: EMC Publishing Inc., 1988)

NOT SUCCESSFULLY ANTICIPATED CHANGES

Directions: For each company below, surmise changes that were not successfully anticipated.

Company	Changes
Burger Chef	
Amtrak	
U.S. Auto Industry	
Independent Farmers	
Woolco/Woolworth	

Source: Catherine Ashmore et al., Risks and Rewards of Entrepreneurship (St. Paul, MN: EMC Publishing Inc., 1988)

NOT SUCCESSFULLY ANTICIPATED CHANGES
(Key)

Directions: For each company below, surmise changes that were not successfully anticipated.

COMPANY	CHANGES
Burger Chef	(Increased competition)
	(Aggressive, competitive advertising)
	(Changing consumer tastes)
Amtrak	(Airlines)
	(Outdated equipment)
	(Tracks in poor repair)
U.S. Auto Industry	(Energy shortage,foreign competition)
Independent Farmers	(Increased competition from mass producers)
	(Advanced equipment)
	(Poor economies of scale)
Woolco/Woolworth	(Increased competition)
	(Price wars)
	(Changing product lines)

Source: Catherine Ashmore et al., Risks and Rewards of Entrepreneurship (St. Paul, MN: EMC Publishing Inc., 1988)

CONCERN: CAREER PLANNING

MODULE: NONTRADITIONAL JOB OPPORTUNIIES

FACT 2.24

PROCESS SKILLS	CONCEPTS	STRATEGIES
💡	1. Nontraditional Jobs	a. Using resources, define "nontraditional job". Compare your definition to the technical one (job in which 75 percent of the people in the career field are members of the opposite sex).

b. Brainstorm traditional and nontraditional jobs for men and women. Categorize the jobs into professional, business and marketing, technical and paraprofessional, or skilled crafts and trades.

c. (For teacher) Scramble the following people's names and their nontraditional careers. Have students match each person with the proper career.

(1) Amelia Earhart - Pilot
(2) Barbara Walters - Network news coanchor
(3) Sally Ride - Astronaut
(4) Janet Guthrie - Race car driver
(5) Geraldine Ferraro - Congressperson and vice-presidential candidate
(6) Bonnie Parker - Bankrobber
(7) George Schultz - Secretary of State

d. Collect newspaper and magazine articles for one week about women and work and men and work. Note the date, source, and section of each article. Discuss the articles.

Discussion Questions
- What issues are being raised?
- What messages are implied?
- Why is the article(s) significant?
- Is the location of the article significant? Why or why not?

e. Review **"The Leading 10 Occupations of Women Workers 1870-1970"** (p. 388). Project the leading occupations for the decades beginning 1980, 1990, and 2000. Include projections for nontraditional occupations.

PROCESS SKILLS | CONCEPTS | STRATEGIES

Discussion Questions
- How have events shaped the types of occupations in which women have historically been employed?
- How do societal and personal values affect leading occupations for women?
- Do you think there will ever be 50 percent men and 50 percent women in all occupations? Why or why not?

PROBLEM

2. Barriers to Nontraditional Jobs

a. Role-play dealing with negative attitudes encountered at home, at work, and with friends for an individual announcing his or her intention to become one of the following:

(1) Ironworker
(2) Nursery school teacher
(3) Bricklayer
(4) Librarian
(5) Employee in a nontraditional career of your choice

Discussion Questions
- Do others' attitudes differ according to whether you are male or female?
- How can you deal with these attitudes?
- Are the attitudes barriers to becoming employed in nontraditional jobs?
- What are the underlying problems with these attitudes?

b. How would you respond to the following statements?

(1) Women can't do the work.
(2) Men won't work with women around.
(3) Women don't have the ability.
(4) Women can't handle swearing.
(5) We don't have bathroom facilities for women.
(6) We never had a woman before.

c. Brainstorm barriers to your choosing and/or succeeding in a nontraditional job. Determine how employers, unions, and you yourself can overcome such barriers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	3. Advantages and Disadvantages of Nontraditional Jobs	a. List advantages and disadvantages of nontraditional and traditional jobs.
		b. Invite a panel of individuals in nontraditional jobs to discuss attitudes, advantages, disadvantages, experiences, and training. Include the topics of interviewing and daily job survival skills.
		c. Develop a mentor program pairing individuals considering nontraditional jobs with individuals employed in similar nontraditional jobs.
		d. Discuss the statistic "a secretary with 13.2 years of education makes 38 percent less than a truck driver (usually male) with a ninth-grade education."
		e. Research average hourly salaries for traditional and nontraditional jobs. Chart them on a graph and compare.
		f. Identify union and nonunion nontraditional jobs. Examine the alternatives and the consequences of being a union member.
	4. Nontraditional Job Choices	a. Participate in hands-on experiences in a vocational program relevant to a nontraditional job of your choice.
		b. Choose a career from **"Some Nontraditional Job Opportunities for Women"** (p. 389), **"Some Nontraditional Job Opportunities for Men"** (p. 391), or choose a nontraditional career suitable for your geographical area. For that career, research the followng aspects: job requirements and responsibilities, special clothing and tools, tests for job entry, training, salary and benefits, job growth, and work conditions. Complete the **"Nontraditional Job Credibility Chart"** (p. 392).
		c. Choose a potential nontraditional career for yourself,vist a job site in that field and talk with a person in that occupation.
		d. Conduct informational interviews with employers of people in nontraditional jobs.
		e. In five groups, use resources, interviews, and tours to explore one of the listed ways to prepare for a nontraditional career. Then share your

findings with the total group.

(1) Traditional job transfers and career ladder
(2) Industry-sponsored training
(3) Apprenticeship training
(4) Community college
(5) College preparation

5. Skill Requirements

a. Examine the math and reading requirements for an identified nontraditional job. Research how the appropriate training may be obtained. Take a self-administered test in math and/or reading to assess your ability.

b. Assess your physical fitness through professionally administered tests.

c. Take mechanical aptitude, spatial reasoning, and dexterity tests.

d. Study the tools required for a nontraditional job. Present the information to the group, highlighting the proper name and the use for each tool.

e. Using "Workskills and Tools" (p. 394), identify the skills and tools used in performing tasks at home, work, school, or elsewhere.

f. Invite representatives from Joint Apprenticeship Training Committees (JATCs) to discuss the apprenticeship review process.

6. Myths and Realities of Nontraditional Jobs

a. Gather facts and develop a rationale to refute each of the following myths:

(1) Certain jobs are for men only and others are for women only.
(2) Women lack strength for "men's work."
(3) Women lack the temperament for "men's work."
(4) Women on the worksite cause disruptive sexual relationships.
(5) Women cause employers additional expense.
(6) Women are absent more often than men.

b. Decide what you would do if the following situations occurred on a nontraditional job:

(1) Several coworkers consistently used foul language.
(2) A coworker made a pass at you.
(3) Coworkers harassed you for reading on your work breaks.
(4) The union hall did not hire you on a regular basis.

c. Using resources, compile a fact sheet on traditional and nontraditional jobs and their effect on the family.

PROBLEM

d. Discuss in small groups how choosing a nontraditional job could create conflict in the home. Identify at least five problem areas and share them with the group by writing them on the board. Using one of the five problem areas, create a specific situation and write about how to deal with the problem successfully.

e. Describe the kinds of support you would need if you were working in a nontraditional job. Identify people you would want as part of your support system.

THE LEADING TEN OCCUPATIONS OF WOMEN WORKERS, 1870-1970

(in order of size, and as reported in each census regardless of changes in definition)

	1870	1890	1910	1930	1950	1970
1	Domestic Servants	Servants	Other Servants	Other Servants, Other Domestic and Personal Service	Stenographers, Typists, and Secretaries	Secretaries
2	Agricultural Laborers	Agricultural Laborers	Farm Laborers	Teachers (school)	Other Clerical Workers	Sales Clerks (retail trade)
3	Tailoresses and Seamstresses	Dressmakers	Laundresses (not in laundry)	Stenographers and Typists	Saleswomen	Bookkeepers
4	Milliners, Dress and Mantua Makers	Teachers	Teachers (school)	Other Clerks (except clerks in stores)	Private Household Workers	Teachers (elementary school)
5	Teachers (not specified)	Farmers, Planters, and Overseers	Dressmakers and Seamstresses (not in factory)	Saleswomen	Teachers (elementary school)	Typists
6	Cotton-Mill Operatives	Laundresses	Farm Laborers (working out)	Farm Laborers (unpaid family workers)	Waitresses	Waitresses
7	Laundresses	Seamstresses	Cooks	Bookkeepers and Cashiers	Bookkeepers	Sewers and Stitchers
8	Woolen-Mill Operatives	Cotton-Mill Operatives	Stenographers and Typewriters	Laundresses (not in laundry)	Sewers and Stitchers, Manufacturing	Nurses, Registered
9	Farmers and Planters	Housekeepers and Stewards	Farmers	Trained Nurses	Nurses, Registered	Cashiers
10	Nurses	Clerks and Copyists	Saleswomen (stores)	Other Cooks	Telephone Operators	Private Household Cleaners and Servants

Source: M. Verheydenhilliard, WINC Curriculum Guide (Women's Bureau, U.S. Dept. of Labor, 1984), p. 185.

SOME NONTRADITIONAL JOB OPPORTUNITIES FOR WOMEN

PROFESSIONAL OCCUPATIONS

Engineering
Law
Medicine
Science
Mathematics
Geology
Environmental Science
Architecture
Landscape Design
Forestry
Geography
Anthropology
Foreign Service
Journalism
Psychology
Educational Research and/or Administration
Accounting
Protective Services (Fire and/or Police)

MARKETING OCCUPATIONS

Commission Sales
Graphics
Advertising
Freight Forwarding
Shipping (Domestic and/or International)
Transportation (Airlines and/or Trucking)

TECHNICAL OCCUPATIONS

Airplane Pilot
Air Traffic Controller
Computer Technician
Computer Programmer
Electronics
Radio and/or TV
Drafting
Chemical Technician
Medical Technician
Surveyor
Photographer
Engineering Technician
Mathematical

SKILLED CRAFTS AND/OR TRADES

Telephone Repairer
Office Equipment Repairer
Glazier
Plasterer
Ironworker
Painter
Heavy Equipment Operator
Tilesetter
Air-Conditioning Mechanic
Meatcutter
Printer
Boiler Maker
Carpet Layer
Welder

TRAINING PROGRAMS

Auto Mechanic
Diesel Mechanic
TV and Radio Repairer
Auto Body Repairer
Electronics Technician
Machinist
Replacement Parts Manager
Welder
Drafting Technician
Surveyor
Mechanical Engineering Technician
Forestry Technician
Chemical Technician

OTHER JOBS

Sales: Commission
  Auto
  Insurance
  Furniture
  Appliance
Laboratory Technician
Dental Lab Technician
Driving
  Local
  Long-Haul
  City Bus
  Taxi
  Ambulance
  Commercial
  Furniture Mover
  Heavy Equipment
Greenskeeper

Continued

Continued

Small Appliance Repairer
Tool and Die Maker
Computer Repairer
Shipfitter
Construction Worker
Plumber
Electrical Worker
Auto Mechanic
Diesel Machinist
Mason
Carpet Layer

APPRENTICESHIPS

Drywall Finisher
Lather
Carpenter
Electrician
Metal Fabricator
Millwright
Plumber and/or Pipefitter
Bricklayer
Cement Mason

Fire Fighter
Fire Watcher
Tree Planter
Park Aide
Meter Reader
Utility and/or Telephone Installer
Sewage Treatment Operator
Water Treatment Operator
Chemical Plant Operator
Gas Station Attendant
Tire Changer
Parts Runner
Shipping and Receiving Clerk
Mail Deliverer
Office Equipment Repairer
Appliance Repairer
Laborer, Road
Laborer, Construction
Production and/or Millwright
Flag Person
Security Guard
Warehouse Worker
Lumber Yard Attendant
Roofer
Cabinetmaker
Upholsterer
Store Detective
Custodian

Source: M. Verheydenhilliard, WINC Curriculum Guide (Women's Bureau, U.S. Department of Labor, 1984), p. 189.

SOME NONTRADITIONAL JOB OPPORTUNITIES FOR MEN

APPRENTICESHIP AND/OR TRAINING PROGRAMS

Cosmetologist
Flight Attendant

CLERICAL OCCUPATIONS

Bookkeeper
Mail Clerk
Secretary
Stenographer
Telephone Operator
Typist

PROFESSIONAL OCCUPATIONS

Dietician
Elementary School Teacher
Kindergarten Teacher
Librarian
Registered Nurse
Therapist

SALES OCCUPATIONS

Cashier
Sales Clerk

SERVICES OCCUPATIONS

Child-Care Worker
Dental Assistant
Nurse Aide
Servant and Cleaner
Welfare Service Aide

Source: M. Verheydenhilliard, WINC Curriculum Guide (Women's Bureau, U.S. Department of Labor, 1984), p. 191.

NONTRADITIONAL JOB CREDIBILITY CHART

Targeted Nontraditional Job ____

KNOWLEDGE AND EXPERIENCE WITH TOOLS AND MACHINERY

Skills Needed:	I have these skills.	I'd like to have these skills.	Where I could learn them
1. ______________	YES NO	YES NO	________________
2. ______________	YES NO	YES NO	________________
3. ______________	YES NO	YES NO	________________
4. ______________	YES NO	YES NO	________________

KNOWLEDGE OF SPECIFIC TRADE OR INDUSTRY

Knowledge Needed:	I have this knowledge.	I'd like to have this knowledge.	Where I could learn this
1. ______________	YES NO	YES NO	________________
2. ______________	YES NO	YES NO	________________
3. ______________	YES NO	YES NO	________________
4. ______________	YES NO	YES NO	________________

PHYSICAL STRENGTHS AND ABILITIES

Skills Needed:	I have them.	I'd like to learn them.	Where I could learn them
1. ______________	YES NO	YES NO	________________
2. ______________	YES NO	YES NO	________________
3. ______________	YES NO	YES NO	________________
4. ______________	YES NO	YES NO	________________

Continued

Continued

RELATED ON-THE-JOB EXPERIENCE

Useful Related Experience:	I have it.	I'd like to have it.	Where I could get it
1.	YES NO	YES NO	
2.	YES NO	YES NO	
3.	YES NO	YES NO	
4.	YES NO	YES NO	

KNOWLEDGE OF RELATED SAFETY ISSUES

Knowledge of Safety Hazards Needed:	I know about it.	I'd like to learn about it.	Where I could learn about it
Safety hazards:			
1.	YES NO	YES NO	
2.	YES NO	YES NO	
3.	YES NO	YES NO	
4.	YES NO	YES NO	

POTENTIAL PROBLEM RELATED TO SEX DISCRIMINATION

Potential Problem:	I know what to do.	I'd like to learn what to do.	Where I could learn about it
1.	YES NO	YES NO	
2.	YES NO	YES NO	
3.	YES NO	YES NO	
4.	YES NO	YES NO	

Source: Mary Ellen Verheydenhilliard, WINC Curriculum Guide (Women's Bureau, U.S. Department of Labor, 1984), pp. 499-500.

WORK SKILLS AND TOOLS

Directions: Check the listed skills you are capable of "and the materials" you are willing to work with. List tools you use to perform these tasks.

Tools

Electric

____ Repair or replace outlet switch or fixture
____ Trace short in line
____ Repair lamp
____ Other

Masonry

____ Repair concrete steps
____ Repair concrete porch
____ Repair sidewalks
____ Tuck-point stone and block foundations
____ Set block, repair porch pillar
____ Waterproof walls

Plumbing and Heating

____ Free drains or pipes
____ Repair or replace faucets or supply lines
____ Repair or replace vent or drain line
____ Repair toilet
____ Perform related carpentry--removing section of wall, drilling for pipes
____ Replace filters in furnace or air conditioner
____ Light pilots
____ Replace thermocouple
____ Replace elements
____ Repair fan
____ Other

Carpentry and Painting

____ Perform minor roof repairs
____ Repair door, remortice hinges, weatherstrip
____ Repair or install deadbolt and passage locks
____ Repair stairs
____ Repair window frames and/or ropes, install glass
____ Repair wood and aluminum screen and window
____ Repair holes in plaster or drywall and finish
____ Repair fence or gate
____ Install handrail on tub
____ Repair cupboard and drawer
____ Repair porch
____ Paint rooms
____ Paint exterior
____ Other

Continued

Continued

Maintenance

____ Wash windows (interior and exterior) ____________________
____ Wash walls and woodwork ____________________
____ Trim hedges and bushes, do yard work ____________________
____ Clean and repair gutters and downspout ____________________
____ Caulk windows, install weatherstripping and plastic ____________________
____ Other ____________________

Height Limitations

____ Use any type of ladder ____________________
____ Use 16' ladder ____________________
____ Use 10' ladder ____________________
____ Use 8-5' ladder ____________________
____ Use no ladder ____________________

CONCERN: CAREER PLANNING

MODULE: CAREER DECISIONS

FACT 2.25

PROCESS SKILLS | CONCEPTS | STRATEGIES

PROBLEM

1. Work Needs, Values, Skills, and Interests

a. Read and analyze **"The Case of Bo Johnson"** (p. 401). Identify career choices for Bo. Match his work needs, values, skills, and interests to the career choices.

Discussion Questions

- How does Bo view himself?
- What language does Bo use? Positive? Negative?
- What are Bo's current status and environment like?
- How can occupational classification systems be used to understand Bo's situation?
- What strategies would you recommend to assist Bo?
- How and when could Bo use career and labor market information to resolve his situation?

b. Share how you would respond to an individual who made the following comments:

(1) All I need is a job that pays me lots of money. I'll do anything as long as it pays well.
(2) I don't care if I never get a promotion. I just like to do my job.
(3) I have to have a job that interests me.

2. Income Expectations and Career Choice

a. List 20 jobs that are sometimes viewed as women's jobs and 20 jobs that are sometimes viewed as men's jobs. Using various resources, estimate the annual salary for each job. Graph the women's and the men's jobs separately.

b. React to the facts.

(1) In 1984, women earned, on average, 65.2 percent of the median yearly earnings of men.

PROCESS SKILLS | CONCEPTS | STRATEGIES

(2) In 1980, women in Ohio with four years of college earned, on average, $9,185 per year, while men who had completed only high school earned $15,114 per year.

Discussion Questions
- Why do women earn less than men?
- How can women become employed in higher paying jobs?
- What kind of jobs will pay women more?
- How can women promote pay equity for future generations?

3. Factors Influencing Career Decisions

a. Identify factors that influence a career decision. Categorize the factors as to whether they are presently influencing a career decision (food, mortgage, and purchase needs) or whether they will influence a career decision i the future (retirement benefits, educational opportunities, and housing location).

b. Rank factors influencing career decisions according to their importance to you (1 being most important).

4. Availability of Jobs

a. Using resources, occupational projections, and labor market information for your service delivery area, identify the ten jobs that are either the fastest-growing or the largest-growth occupations.

b. Describe how the following issues are dictating changes in the job market. Identify potential jobs that would take advantage of those changes.

(1) Service economy
(2) Aging baby-boom generation
(3) Technological advances
(4) Corporate restructuring

5. Availability of Training

a. List educational and training opportunities within a reasonable commuting distance from your home. Explore the opportunities in relation to your career options. Assess the cost, time, course of study, and outcomes of the opportunities. Invite a panel of educators from vocational education, community colleges, agencies, and employers to discuss the educational and

PROCESS SKILLS	CONCEPTS	STRATEGIES
		training opportunities they offer.
PR	6. Career Decision	a. Using practical reasoning, answer the question "What should I do about pursuing a career and/or obtaining a job?" b. Write your career decision in terms of a job goal.
	7. Career Planning	a. Write a retirement speech about you to be given by someone else. Project what you think you will have accomplished or what you will have done by that time. In reality, this should reflect where you want to go and what you want to do and be in the future. b. Make a professional development plan for yourself. Include what you plan to do and how you plan to become the person you want to be. Start with where you are now and move toward the future. c. Using resources, define "career planning." Discuss the importance of career planning. d. Identify three critical decisions that defined your career path. Determine the factors that influenced you at each decision point. **Discussion Questions** •What events forced a career move? •What individuals swayed your decision? •What ideas prompted you to change? •What influencing factors still exist today? Do they still have an impact on your decisions? •What is your next career decision? e. Complete the **"Career Ladder"** (p. 402). Describe your advancement goals for a chosen career.
	8. Career Development Theories	a. Cite real-life examples supporting the following assumptions which are development theories. Include examples not supporting the assumptions.

PROCESS SKILLS CONCEPTS STRATEGIES

(1) The closer the match between individual traits and job requirements traits, the more productivity and satisfaction the person will have in that particular occupation.
(2) Different personality types require different work environments.
(3) Occupational preferences and competencies, the situations in which people live and work, and (to some extent) self-concept, change with time and experience.
(4) A career pattern is determined by an individual's parental socioeconomic level, mental ability, personality characteristics, and opportunities experienced.
(5) Work and life satisfaction depends on the extent to which an individual finds adequate outlets for abilities, interests, personality traits, and values.

b. Using resources from Adult Development module (1.11), chart your career path in relation to adult development. Discuss career decisions made based on adult needs and tasks.

9. Long-range Career Goals

a. Using your present career goal as a starting point, identify your career goals for five, ten, and fifteen years from now. Assess how those goals affect you? Your family? Society?

Discussion Questions
- What is my present career goal?
- How might this career goal change during my lifetime?
- What strategies should I keep in mind to effectively change my career when the time comes?
- What values, goals, and situational factors affect my career goals now? In the future?

b. For each factor below, indicate how it would affect your career plans.

(1) Your company lays you off permanently.
(2) Your physical and/or mental abilities change.
(3) The company changes machinery or work procedures.
(4) Your company merges with another company.

c. Debate how developing new skills would affect your long-range career goals.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		d. Brainstorm ways to develop new skills in a career. Research one of those ways for eligibility requirements, costs, time commitment, and outcomes.
	10. Career Changes	a. React to the following concern: I've worked for this company almost ten years. They've been good to me. They will probably have a rough time replacing me. Sometimes I think that I owe it to them to stay, even if I'm not satisfied with the job. (Adams, p. 42)
		b. Invite a panel of individuals who have made drastic career changes. Discuss their motivation for change and the effects of those changes on their personal and work satisfaction, family life, and financial stability.
PR		c. Using practical reasoning, decide how you would go about deciding on a career change.
		d. Identify a potential career change. Use **"The Career Change Process"** (p. 403) to outline the process.
	11. Resources for Career Planning	a. Identify community resources that can assist with career planning.
		b. Invite a librarian to discuss resources for career planning. Develop a bibliography of library resources.
		c. Interview a career counselor about resources and the career-planning process.

Source: J.M. Adams, Career Change (New York: McGraw Hill, 1983)

THE CASE OF BO JOHNSON

My name is Bo Johnson. It finally happened. I've been laid off. They told us a couple of months ago it might come to this. Everybody knows the company hasn't been doing well at all for a long time now. The company says it will only be temporary, and to hang in there with the unemployment checks until they can hire us all back, but I have a feeling it's going to be a long time. All my brothers and my old man work at this plant, too. They are all pretty depressed. But I'm not ashamed of losing my job. It's not our fault there's an economic crisis.

I'm worried about money. My wife and I have managed to save a little but not enough to carry us for long if we have the little kinds of family crises that always seem to crop up. And I'm not much of a guy for just sitting around on my duff. I've been an assembler in this plant all my life. I got moved into bench assembly work a few years back and am pretty good at electronics. My brother-in-law tells me I ought to just pick up the family and move down South. There's supposed to be plenty of jobs down there in electronics. Or maybe Albuquerque or Tucson in the Southwest. Everybody here up North seems to think the South is the place to work. I have even seen copies of the classifieds for Atlanta and Louisville lying around the cafeteria at the plant.

I don't know. I feel kind of old to make a move and start over. They may not want to hire someone my age with a family and all. Those young guys are lucky, they can just take off. I wish I could know for sure that I could really find some other kind of jobs with the skills I have. I was the crew foreman for eight guys on our team and maybe that would help. I really wouldn't mind the move to a warm climate if I could get work there. I've no idea who to contact or how to find it though.

You know, what I'd really like to do, what I used to dream about, is owning my own business. If I were really smart, I'd use this opportunity to get out of this rut and make some changes in my life. Maybe this will be the only chance I ever get. I think I could run a good auto parts store, or maybe operate one of those new computer stores for small businesses. I probably could sell computers, I know so much about electronics.

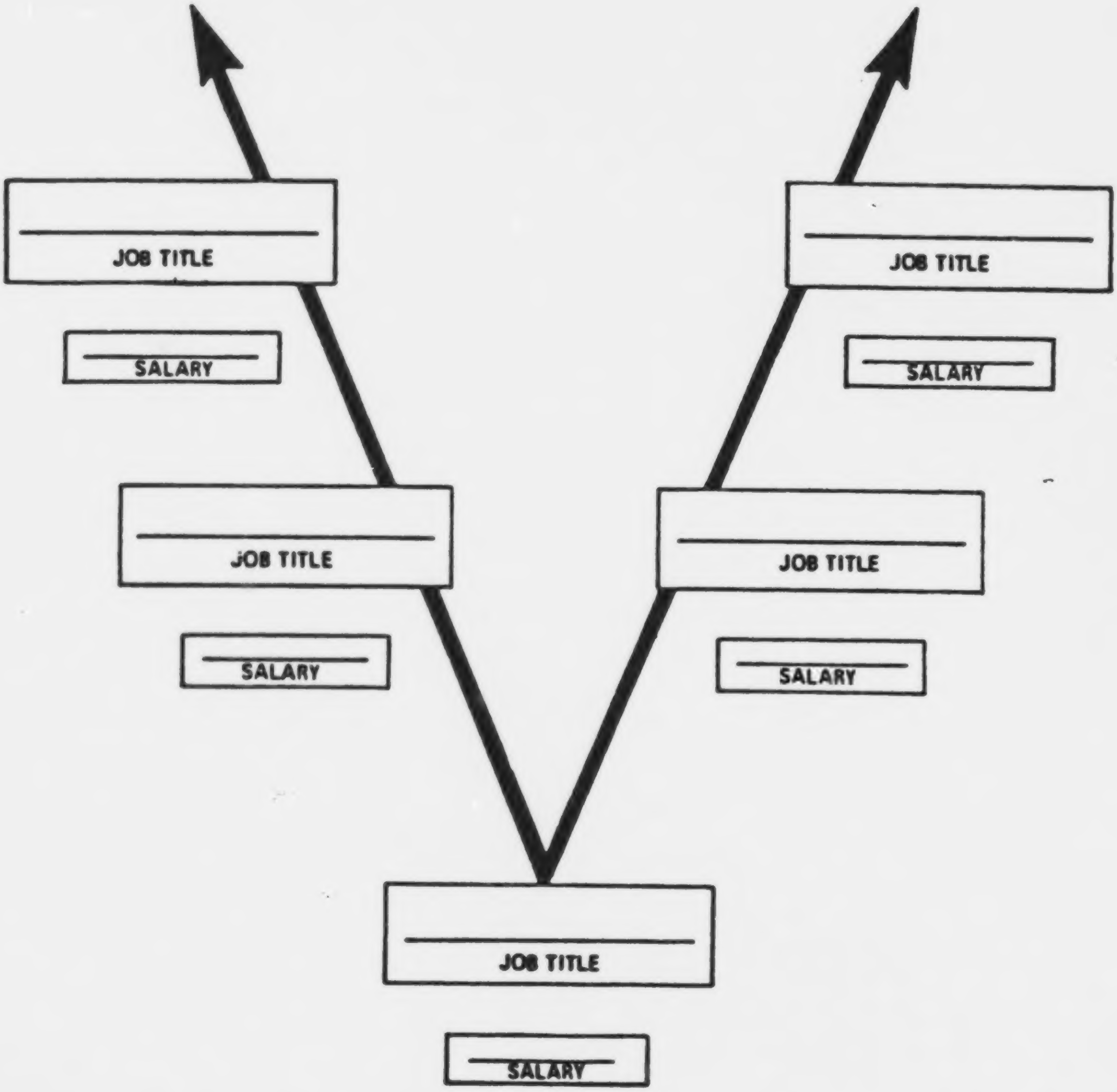
I know I'd have to learn a lot about putting together a business, but the wife has worked for years as an accountant, and she's real good with figures. I know she could handle the books to get started in a business.

Every time I think about what to do I get confused. The unemployment money just isn't going to last forever, and I am having trouble getting motivated to look for work around here. So much of my life in this town is tied up with this plant. But I know that just sitting around the house is going to drive both me and the wife nuts. I don't like this feeling of life just passing us by. I've worked too hard for too long for that.

Source: Improved Career Decision-Making Through the Use of Labor Market Information, 6th ed., National Occupational Information Coordinating Committee (U.S. Dept of Labor, 1986), pp. 1-7 and 1-8.

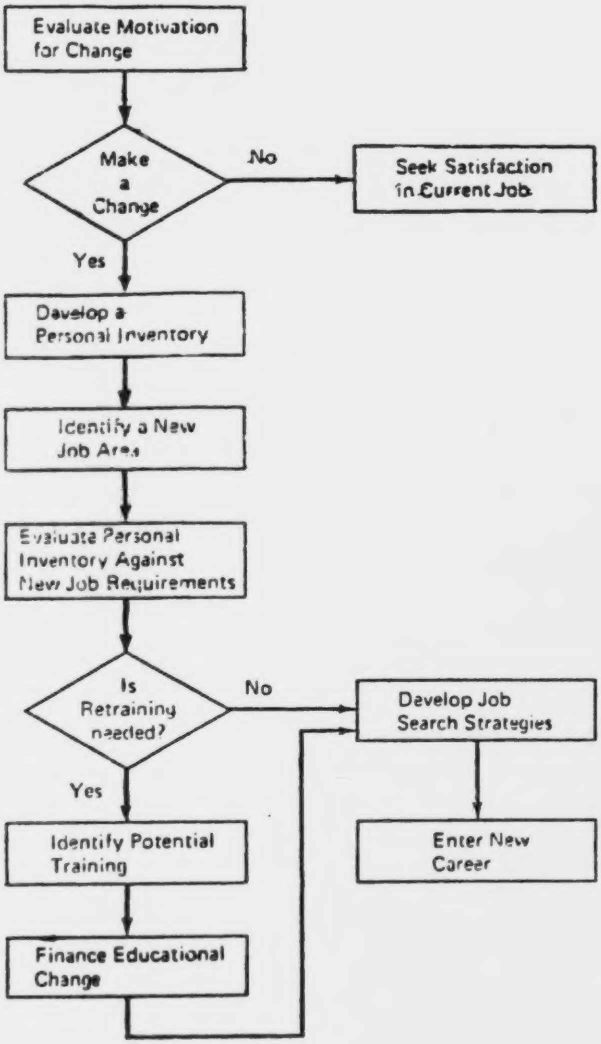
CAREER LADDER

Most people who begin working at a job hope to move up someday to better-paying, more responsible positions. Almost every beginning job can lead a good worker to more than one better job. Write the entry level job title in the box at the bottom of the ladder. Then write other jobs to which you could advance in sequence up the ladder.


JOB TITLE
JOB TITLE
SALARY
SALARY
JOB TITLE
JOB TITLE
SALARY
SALARY
JOB TITLE
SALARY

Source: M. Verheydenhilliard, Women in Nontraditional Careers (WINC) Curriculum Guide (Women's Bureau, U.S. Department of Labor, 1984), p. 377.

"The Career Change Process"


Evaluate Motivation for Change
Make a Change
No
Seek Satisfaction in Current Job
Yes
Develop a Personal Inventory
Identify a New Job Area
Evaluate Personal Inventory Against New Job Requirements
Is Retraining needed?
No
Develop Job Search Strategies
Yes
Identify Potential Training
Enter New Career
Finance Educational Change

Source: Sandra Stark, Returning to Work (New York: McGraw Hill, 1983), p. 41.

FAMILY AND CAREER TRANSITIONS

3.0 What Should I Do Regarding Employability?

- 3.1 Concerns Regarding Job Search and Obtainment
  - 3.11 Work Attitudes
  - 3.12 Job Campaign
  - 3.13 Applications
  - 3.14 Resumes
  - 3.15 Letters
  - 3.16 Telephone Techniques
  - 3.17 Interviews
  - 3.18 Job Offers
- 3.2 Concerns Regarding Employee Rights and Responsibilities
  - 3.21 Equity in the Workplace
  - 3.22 Salaries
  - 3.23 Fringe Benefits
  - 3.24 Employment Costs and Benefits
- 3.3 Concerns Regarding Job Retention
  - 3.31 Success Indicators
  - 3.32 Personal Appearance
  - 3.33 Employer Expectations
  - 3.34 Work Relationships
- 3.4 Concerns Regarding Work and Family
  - 3.41 Overload and Interference with Family Responsibilities
  - 3.42 Work Stress
  - 3.43 Commitment to Work and Family
  - 3.44 Scheduling Concerns
  - 3.45 Parenting Concerns
  - 3.46 Parenting Skills
  - 3.47 Family Relationships

CONCERN: JOB SEARCH AND OBTAINMENT

MODULE: WORK ATTITUDES

FACT 3.11

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Feelings About Work	a. Complete the following sentences: (1) To me, the work role is... (2) Work could influence my self-esteem by... (3) I will work because... (4) Challenging work is... (5) I am motivated to work when... (6) When I don't perform a job well, I feel... (7) Role conflict at work would affect me by... (8) I can concentrate on a task when... (9) At work, loyalty means... (10) I am looking forward to entering the world of work... b. Using cartoons, jokes, and articles, decide how the characters feel about work.
	2. Work Attitudes	a. Read **"Wanna Join My 3-H Club?"** (p.413). In small groups, choose either hustle, humility, or humor and describe how it enhances job performance. **Discussion Questions** •Would you want to join a 3-H Club? Why or why not? •Do you think you would be invited to join a 3-H Club? Why or why not? •If you could form an organization promoting work attitudes, what organization would you form and which attitudes would it promote? •How do work attitudes affect a company's productivity? b. Identify positive and negative attitudes found in the workplace. Describe how each attitude affects worker productivity, how well the worker gets along with coworkers and supervisors, and the degree of job success.

Positive Attitude	Negative Attitude
(1) Smiles easily	(1) Rarely smiles
(2) Willing to change ideas and behavior	(2) Unwilling to change
(3) Can see another person's point of view	(3) Can't see another person's point of view
(4) Rarely complains	(4) Complains about nearly everything
(5) Accepts responsibility for mistakes	(5) Blames others for own mistakes
(6) Seldom criticizes others	(6) Very critical of others
(7) Is considerate of others	(7) Thinks only of self
(8) Looks other people in the eyes when talking with them	(8) Does not look other people in the eyes
(9) Respects the opinions of others	(9) Forces own opinions on others
(10) Never makes excuses	(10) Often makes excuses
(11) Has a variety of interests	(11) Has few interests

(Kimbrell, p. 110)

PROBLEM

c. In each situation below, identify the problem and what the individual could have done differently.

(1) Sara is working as a printer. She had a similar job five years ago. Sara believes she knows all about printing. When her coworkers suggest that she organize her work in a different way, she responds, "I know what I am doing!" Sara also tries to tell her coworkers how to do different tasks.

(2) Tabby is a server at a very popular restaurant. She does her job well but rarely smiles and is often irritable. Her tips are usually smaller than the other servers'. Tabby begs off for almost every holiday to go visit her family in a neighboring state. Even though the manager generally gives her the day off, both the manager and other servers resent Tabby's time off because they have to work that much harder and longer.

(3) Dick works hard and does his work well. However, when he finishes a task, he sits down and reads a magazine. There is other work to do, but Dick never does it. He only works when he is told exactly what job to do. As a result, his boss has to supervise him constantly, leaving his boss little time to get his own work done.

PROCESS SKILLS | CONCEPTS | STRATEGIES

Dick's boss has talked to Dick about the problem twice. Since Dick hasn't changed he is fired.

d. For each of the traits below, write whether or not you have the trait, how you would express the trait, and how to increase your ability to use the trait. For each trait, discuss how you could use the information in obtaining a job.

(1) Cooperativeness
(2) Honesty
(3) Initiative
(4) Willingness to learn
(5) Willingness to follow directions
(6) Dependability
(7) Enthusiasm
(8) Loyalty

e. Agree or disagree with the saying "a day's work for a day's pay." Determine if your viewpoint differs according to whether you are the employer or the employee.

3. Work Ethic

a. Develop a definition of the term "work ethic." List on the chalkboard those factors that may have assisted in the development (or lack of development) of a work ethic in individuals.

b. Debate the effects of the following work ethic from both the employer's and the employees perspective: A work ethic becoming more prevalent is the entitlement ethic. The worker believes that he or she is entitled to only working 40 hours a week and no more.

4. Factors Influencing Work Ethic

a. In small groups, analyze how one's family, environmental, and economic situation can influence the work ethic. Use the following to initiate discussion.

(1) Family situations exist that do not model the American work ethic. For examples a parent may refuse to work when he or she is able and a job is available.
(2) Some environmental situations do not provide the atmosphere for the work ethic to be applied.

(3) Some economic situations do not permit the opportunity to demonstrate a work ethic. If no jobs are available, then there is no available capital to invest.

b. Debate if today's work ethic is different from that of 50 years ago. Give evidence to support your feelings.

c. Choose two individuals from an older generation and interview them regarding the American work ethic they were taught and the situational factors that influence them. Analyze whether there are any differences from your view and/or your family members' and draw conclusions. Discuss how the work ethic portrayed in each case affects the employer, the customer, and other coworkers.

d. Read the case studies below and decide which case exemplifies the American work ethic.

PROBLEM

(1) Sally works in a local restaurant. She arrives at work five to ten minutes early so she will be on time. She greets her coworkers pleasantly. She waits on customers and does the regular assigned tasks. When she is without a customer or an assigned task, Sally straightens areas, wipes out drawers, and shines equipment. Many days she has not had time to complete the assigned tasks so she continues working after hours.

(2) Tom jumps from his car and dashes in the door to the shoe store to punch the time clock 10 minutes late. Seeing his boss approach, he becomes very busy dusting shelves in the display area. The store management gives a 15-minute coffee break, but Tom often takes 20-25 minutes, since the boss always leaves during that time to go to the other store. Tom is friendly and efficient with the customers. He spends lots of time visiting with the other employees in other departments. He always manages to punch out on time, turning the customer over to another clerk in the department. The clerk on the next shift returns to their places the boxes of shoes Tom lets accumulate during the day to their places.

Discussion Questions

- If you were an employer, who you would hire?
- If you were Tom's employer, what would you discuss with him about his work habits?
- If you were an employee, who would you prefer to work with and why?

e. Discuss the consequences of being in opposition to the American work ethic. (Examples: Can't find a job; work hard but can't "get ahead"; start from "scratch" but fail due to uncontrollable circumstances.) Consider alternative ways to cope with the consequences.

5. Workaholics

a. A workaholic is a person with difficulty controlling his or her work level. Such a person may exemplify the work ethic characteristics to an extreme. The excessive work can be harmful to the person's psychological and physical health. Search for current articles workaholics. Consider if homemakers can be workaholics. Discuss the results of this type of extreme work behavior.

b. Write a paragraph explaining your personal work ethic. Discuss how your belief might affect you, your family, your income procurement, and society.

6. Motivation to Work

a. Listed below are some needs that people can fulfill by working. Rate each one on a one to five scale (5 being most important). List types of jobs that fulfill each need.

(1) Financial security
(2) Recognition
(3) Achievement
(4) Dominance
(5) Status
(6) Self-expression
(7) Friendship
(8) Dependence
(9) Challenge
(10) Social welfare
(11) Independence

b. For each issue below, use a 1 to 5 scale to rate the difficulty of the

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

decision (5 being greatest difficulty) and the degree of risk involved (5 being greatest risk).

(1) To look for a job
(2) To pursue a career
(3) To change careers
(4) To wear something unconventional to work
(5) To ask for time off from work
(6) To challenge a coworker's ideas
(7) To present a new idea for work
(8) To sleep in and be late for work
(9) To quit your job
(10) To ask for a raise
(11) To disagree with your boss

c. Evaluate the following factors, the affecting work satisfaction. Cite examples of when the presence or the absence of these factors affects worker satisfaction. Determine which factors motivate you.

(1) Hygiene factors include company policy, administration, supervision, relationships with coworkers, salary, status, and security.
(2) Motivators include achievement, recognition, work, responsibility, advancement, and professional growth.

d. Debate the premise: If an employee is not satisfied with the first set of factors (hygiene), then no amount of the second set of factors (motivators) will increase work satisfaction.

7. Employability

a. Interpret what the word "employability" means. List employability skills and attitudes promoting job obtainment and success.

b. Do **"Who Would You Hire?"** (p.414).

c. Using practical reasoning, solve one or more **"Employability Dilemmas"** (p.416) in small groups.

Source: G. Kimbrell, Independent Study for World of Work (Encino, CA: Glencoe Publishing Co., 1984)

WANNA JOIN MY 3-H CLUB?

You can study annual reports. You can make financial analyses. You can make financial projections. You can appraise technological competence. You can analyze the competitive situation by share of market.

There are some pretty good measures of how a company did in the past. There are a few ways to quantify some prospects for the future.

But when you're looking for companies in which to invest your savings or your sweat, the future is still largely a matter of hunches and hopes.

The companies that excite me the most--and, by golly, when you look at the numbers, the excitement is justified--are those filled with hustle, humility, and humor.

I put a lot of stock in these three H's. How's that for "scientific analysis"?

Hustle doesn't mean scurrying frantically. I'm thinking of those people who are eager to do more and better. They don't run, but they do walk fast. They venture into activities outside their job definitions. They are highly experimental. They don't bet the company, but at any level they're apt to be trying some new wrinkle to improve the way things are done.

Humility in the exciting companies is not a matter of wallowing in self-disparaging remarks. People there are proud of their considerable accomplishments but oriented toward doing better. They are listeners more than talkers, constantly on the search for better ways of doing things.

Humor bubbles up at any time. It isn't confined to coffee breaks; it can break out even when people choose to work late into the night to finish a project or lend a hand to a troubled customer. There are no sacred times or issues because people are not weighed down in bureaucratic reverence for "the system." They're not under stress even when they are under pressure. They take their work seriously; they do not take themselves seriously. They don't simply tell jokes; they find humor in their situation.

Are you a member of one of these groups enjoying the fruits of hustle, humility, and humor? If you are, I'd like to hear from you. I would ask you to send me examples of how humble you are, but you wouldn't want to brag about that. I can't ask you to describe how much you are hustling because it would waste your time. I'd really like to hear some of your humorous situations, but they can seldom be conveyed to an outsider.

Anyway, drop me a secret note if you are part of a 3-H group and tell me why you believe so. We could form a secret society. We would discriminate against the comfortable, the braggarts, and the grumps.

We won't wear lapel pins, carry membership cards, or hold national conventions. But we'll recognize one another in the years ahead. For one thing, we'll be the ones with jobs.

Source: P. Pascarella, "Wanna Join My 3-H Club?" Industry Week
Sept. 21, 1987, p. 7.

WHO WOULD YOU HIRE?

Directions: Divide into groups of four. As a group, decide who you would hire for this position.

JOB OPENING: Warehouse Inventory Clerk

JOB DESCRIPTION: Inventory of all incoming and outgoing at a truck loading terminal. Occasionally assisting with loading and unloading, record keeping of all inventory, supervision of loading and unloading shipments to meet deadlines. Night shift. Salary: $5.50 per hour.

APPLICANTS:

Fred Smith: Age 25; past experience includes seven years as a truck driver for a major trucking company; laid off due to company's closing; previous salary $20,000; has wife (homemaker) and three children; long hair and beard; wore clean plaid shirt and dress jeans to interview.

Sally Jones: Age 23; past experience includes three years as stock person in grocery store, stocking shelves and taking inventory of goods; left due to relocation for husband's job; husband now disabled; two children; previous salary $5.00 per hour; short hair; wore corduroy pants and sweater to interview.

Tom Adams: Age 18; high school graduate; worked part-time in family business loading trucks; relocated to this city in need of full-time employment; expectant father; previous salary $3.35 per hour; short hair; wore a suit to the interview.

Who Would You Hire?________________________________

Why?____

Continued

Continued

ADDITIONAL INFORMATION:

1. All employees at the company are white males age 25 or older.
2. Fred is black.
3. The person who held the position before was a woman who left due to a pregnancy.
4.
5.
6.

You may want to include this additional information or make up some of your own.

ADDITIONAL ASSIGNMENTS:

After the group of four has reached a decision, appoint each person to role-play one of the following persons: Fred, Sally, Tom, and the employer. Have the three applicants role-play a job interview. The employer is to then reach a decision about who to hire.

DISCUSSION QUESTIONS:

•What information did you consider when making your decision?

Before the interview:

After the interview:

•What was the main reason you chose the person you hired?

Before the interview:

After the interview:

•What values and/or beliefs played an important role in your decision?

Before the interview:

After the interview:

EMPLOYABILITY DILEMMAS

Directions: Using practical reasoning, solve one or more of the following problems.

Dilemma 1

Harry works at a factory in a work team of 20 people. His team has been assigned to fill a large order that was recently received. Everyone is getting tense in trying to meet the delivery date. Harry notices he is so tense that he keeps making careless mistakes. What should he do?

Dilemma 2

Chris, a new employee, shares a workstation with Tim. Chris is becoming very distracted and upset by smelling the smoke from Tim's cigarettes. Chris asked Tim to not smoke at the workstation. Tim told Chris that he wouldn't stop because he has seniority. What should Chris do?

Dilemma 3

Sandra and Jean work as salesclerks at a retail store. Sandra complains about her work hours, her daily work assignments, and the floor manager's treatment of employees. Jean is beginning to realize that Sandra blames everyone else for her own mistakes. Jean does not want to work with Sandra. What should Jean do?

Dilemma 4

Casey is very critical of his coworkers. He tries to make himself look good and works diligently when his boss is nearby. Recently he has been passed over for a promotion. Casey thinks he got a bad deal. What should he do?

Dilemma 5

Cindy always arrives at her desk at 8:05 A.M. and leaves by 5:00 P.M. She wastes many office supplies and doesn't bother to put equipment away in working condition. She takes several coffee breaks each day and spends lots of time talking to coworkers. Her supervisor has warned Cindy that she will be fired if she doesn't "straighten up." What should Cindy do?

CONCERN: **JOB SEARCH AND OBTAINMENT**

MODULE: JOB CAMPAIGN

FACT 3.12

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Job Skills	a. (For teacher) Ask for a volunteer from the group. Ask the volunteer to state his or her job objective. Then ask the volunteer to quickly state important facts that support his or her attaining the job objective. For each important piece of information, blow a puff of air into a balloon--the better the information, the more air into the balloon. Let go of the balloon if a nonfactual emotional appeal is made. b. In pairs, tell one another what you did on your last job (or in nonpaid tasks), identify your ten best skills, and explain ten reasons why you made your particular career choice.
	2. Why Job Seekers Remain Unemployed	a. Using newspaper and magazine articles, people you know, and other information sources, support the following facts: (1) Eighty percent of people cannot identify and communicate their skills. (2) Ninety percent of people can not answer important elementary questions. (3) Eighty-five percent of people do not take enough time and effort to look for a job. (4) Forty percent of people have a poor or an inappropriate appearance. (5) Forty-two percent of people are affected by frictional employment, defined as jobs and people that don't match or don't find each other. (Farr et al., p. 5) b. Review "**Fifteen Knockout Factors**" (p.422). Create short skits depicting individuals who do not get jobs. Cite examples of how each of those knockout factors can be eliminated.
	3. Job Search Process	a. Compile a list of statistics on the employment market. (1) Nationally, at least one million new jobs open each month.

(2) The average worker under age 35 changes jobs every 1.5 years.
(3) The average worker over age 35 changes jobs three years.
(4) The average worker changes careers five to seven times in a lifetime.
(5) Thirty-five percent of those who get hired do so through friends and acquaintances.
(6) Only one out of ten applicants completes a job application correctly.
(7) Only seventeen percent of the new jobs in the work force involve high technology.

PR

b. Review **"Keys to Employment"** (p.423). Then read the following scenario and decide what Christine should do about finding a job: Christine has just completed skill training in welding. She wants to become employed in her new trade. Christine is concerned about how she can best market herself and gain the employment she desires.

c. Determine which stages of potential job openings create the best climate for success in obtaining the job. (Success is more likely when an application arrives in the first, second, or third stage.)

(1) First Stage: The need may exist but there is no opening.
(2) Second Stage: The need is clear and insiders know something must happen.
(3) Third Stage: The job is now open and applications are being accepted.
(4) Fourth Stage: The personnel department knows about the job and publicizes it in the newspaper.

4. Timing

a. Debate whether job hunting is a full-time job.

b. Agree or disagree with the statement "The longer you are unemployed, the tougher it is to get a job."

c. Using a yearly calendar, decide the best months and days to talk with prospective employers and to have the employers receive your correspondence.

5. Job Search Methods

a. Develop a list of job search methods. Estimate the percent of job seekers using each method and the percent of job seekers successful in its use. Compare your list to the one below. List advantages and disadvantages of each method.

Job Search Method Used	% Used	% Successful
Contacted Employers	82.2	36.3
Asked Friends, Relatives	65.0	47.2
Answered Want Ads	47.5	34.9
Asked Other Workers	33.1	9.9
Consulted Job Service	27.6	20.3
Visited Private Employment Agency	14.5	38.6
Used School Placement Office	10.9	27.5
Contacted Labor Unions	6.2	22.5
Became Involved In Community Organizations	1.6	21.9

(U.S. Department of Labor, 1976)

b. Decide on the three best job search methods for you to find the job you want. Consider the consequences of each method.

6. Job Leads

a. List some sources of job leads. Determine the advantages and the disadvantages of each source. Using the sources, list companies that employ people in the occupation you have chosen.

b. Create a log sheet of job leads, including the name, company, address, and phone number of the contact person; the date, time, and results of the contact; and additional notes about the company. Duplicate the log to use in your job search.

c. Determine the job leads you would use in seeking a nontraditional occupation.

d. Determine the job leads you would use if you were a newcomer to town.

e. Discuss how the following sources of job information can assist in the job search process.

(1) Yellow pages of the phone book
(2) Networks among people
(3) Professional or trade associations
(4) Informational interviews

(5) Requests for letters of recommendation

7. Newspapers

a. Using a local newspaper, identify the sections of the paper that provide potential job leads, such as classifieds, obituaries, business notes, and marriages.

b. For each headline below, list potential employment opportunities.

(1) New plastics plant to locate here
(2) New transit system approved for construction
(3) ACME Bolt to lay off 200
(4) Feds approve state and local funding
(5) National manufacturing expands plant
(6) City water department dedicates new treatment plant

c. Review **"Want Ad Abbreviations"** (p.426). Write a job ad that fits your skills, using the abbreviations.

d. Interpret the following job ad statements for hidden meanings.

(1) Energetic self-starter wanted (working on commission)
(2) Good organizational skills (handling filing)
(3) Make an investment in your future (franchise or pyramid scheme)
(4) Much client contact ("cold call" on clients)
(5) Opportunity of a lifetime (nowhere else will you find such a low salary and so much work)
(6) Management training position (salesperson with a wide territory)
(7) Varied, interesting travel (salesperson with a wide territory)

e. Locate several ads that seem to meet your job objective. List the job title indicated in the ad and your job goal. Then list the requirements indicated in the ad and your qualifications for the position. Determine if your job objective and skills match the job title and requirements.

8. Personal Marketing Plan

a. In two or three sentences, develop a product definition of yourself that highlights your skills, personality, potential, and value to a potential employer.

b. Develop and complete a personal data sheet, including name, address, phone, social security number, current job objective, desired work conditions, education, military service record, employment history (company name, address, phone, name of supervisor, position, responsibilities, employment dates, salary, and reason for leaving), and references.

c. In pairs, tell a short story (one to two minutes) about yourself describing your personal strengths and skills. Describe your skills and strengths, how you have used them, and the positive results you have achieved.

Sources: J.M. Farr et al, The Work Book (Mission Hills, CA: Glencoe Publishing Co., 1987)

Recruitment, Job Search and the U.S. Employment Service U.S. Department of Labor, (Washington, D.C.: 1976)

FIFTEEN KNOCKOUT FACTORS

(Reasons why candidates receive rejection replies)

1. Lack of proper career planning; purposes and goals ill-defined-needs direction
2. Lack of knowledge of field of specialization; not well qualified-lacks depth
3. Inability to express thoughts clearly and concisely; rambles
4. Insufficient evidence of achievement or capacity to excite action in others
5. Not prepared for the interview; no research on company; no presentation
6. No real interest in the organization or the industry; merely shopping around
7. Narrow location interest; unwilling to relocate later; inflexible
8. Little interest and enthusiasm; indifferent; bland personality
9. Overbearing; overaggressive; conceited; cocky; aloof; assuming
10. Interested only in best dollar offer; too money-conscious
11. Asks no or poor questions about the job; little depth and meaning to questions
12. Unwilling to start at the bottom; expects too much too soon; unrealistic
13. Makes excuses; evasiveness; hedges on unfavorable factors in record
14. No confidence and poise; fails to look interviewer in the eye; immature
15. Poor personal appearance; sloppy dress; lacks sophistication

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Source: C. Randall, Career Planning Today, 1981, p. 241, Reprinted with permission of Kendall/Hunt Publishing Company.

KEYS TO EMPLOYMENT

ASSUMPTION: When I want a job, I'll just go out and get one.

FACT: Job hunting is one of the most frustrating and time-consuming tasks you will ever encounter. In today's economy, a planned search is an absolute must.

ASSUMPTION: Many people say a job is simply something you do for money. This kind of thinking will lead a person to grab the first job that comes along.

FACT: A job is much more than something one does for money.

ASSUMPTION: My job will be only one small part of my life.

FACT: Most adults spend 85-100 percent of their waking hours performing their jobs, thinking about their jobs, or handling matters related to their jobs. Your job affects all other facets of your life.

ASSUMPTION: My objective in job hunting is to find a job--any job!

FACT: The objective is to land an acceptable job that falls in a specific area of interest and ability. Finding the right job is the result of planning, not luck.

ASSUMPTION: My employment goals do not have to be clear before I begin job hunting; the employer will tell me where I fit into the company.

FACT: Employers are not in the business of career counseling; they prefer applicants who know exactly which jobs they are qualified for and who pursue these jobs aggressively.

ASSUMPTION: I should begin my job search by locating promising vacancies and pursuing them.

FACT: Until you match your skills with jobs you hold an interest in, you waste your time choosing jobs may not be qualified for.

ASSUMPTION: Job hunting is a part-time occupation that will not affect the rest of my life.

FACT: Job hunting is a full-time, all-consuming task. To find the right job in a reasonable amount of time, you must make an all-out effort.

ASSUMPTION: I'll get all of my job leads by reading the want ads.

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FACT: Want ads are one source for learning about job vacancies, but competition for these jobs is very fierce. Other sources of information are usually more profitable.

ASSUMPTION: Employers make all their vacant positions known to the general public.

FACT: Only 70 percent of all vacant positions are released to the general public. Every profitable employer has a vacancy.

ASSUMPTION: Resumes are important but not that important.

FACT: Resumes are your prime tool in attracting an employer's attention; therefore, they must be carefully written and laid out for maximum eye appeal.

ASSUMPTION: Anyone who knows me would provide a good reference.

FACT: References can make the difference between a job offer and a polite rejection. Individuals providing your references should be selected carefully; they should be able to express themselves well on the phone and on paper.

ASSUMPTION: When I contact a potential employer about a vacancy, I can expect to receive a reply within a reasonable time.

FACT: Some employers contacted about employment will not respond at all. Others take several weeks or months. You can expect to hear more no's than yes's.

ASSUMPTION: Employers using logic and reason hire the best applicant.

FACT: Often logic and reason are not the most important factors in hiring. The job market is chaotic. Reactions to applicants are often very situational. Often employers are not sure what they are looking for, but say they will recognize it when they see it. Sometimes, if employers see a person they would like to hire, they create a job for the person.

ASSUMPTION: You need actual paid work experience to get hired.

FACT: What you need are skills from educational, volunteer, and life experiences as well as work experience. And you need to be able to talk about your skills and give examples.

ASSUMPTION: There are no good jobs out there.

FACT: There are always jobs--even in bad economic times. The problem is finding them or creating them. Probably as many as 85 percent of all jobs are never advertised. According to a government survey, most people (64 percent) find jobs through informal methods: direct contact with employers, and

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networking--identifying potential employers through family, friends, and acquaintances. Only 13.9 percent found jobs through want ads and 12.2 percent through employment agencies.

ASSUMPTION: Employers will talk to you only if there is a job opening.

FACT: Not necessarily true. But you need to know what you want to say about yourself and your skills so you are not wasting an employer's time.

ASSUMPTION: You will find work faster in larger companies.

FACT: Small businesses are an important source of jobs. Since 1970, two-thirds of the new jobs in the U.S. have been in firms of 20 or fewer employees. Also, in a small business it is often easier to get to the person who hires and who will really be able to evaluate your skills.

ASSUMPTION: Hiring starts at the personnel office.

FACT: The personnel office often doesn't know where the job openings in the company are or will be. It is often a good idea to try to speak to a person you would be working with, who would know of upcoming openings and be able to evaluate your skills. For example, at Sears, although you must have a general interview with the personnel department, it is the manager of the Auto Service Center who recommends who to hire when an auto mechanic is needed and who really knows when there are openings in the service center.

ASSUMPTION: You will be in the same job for a long time.

FACT: National statistics show that each year over 20 million Americans look for a job. Over half of all of us now working will have a different job in two years. The average person under 35 changes jobs every 1.5 years. People over 35 take new jobs every three years. The average worker changes careers three to five times in a lifetime. Half of all the present jobs will not exist in 10 to 15 years.

WANT AD ABBREVIATIONS

The job section of the classified ads in a newspaper lists jobs that are available. Each job is described, is classified according to its type, and is grouped with similar jobs. But this information is usually given in a special language. Below are some common abbreviations used in the job section of the classified ads.

&	and
acctg.	accounting
aft.	after
A.M.	morning
appt.	appointment
asst.	assistant (helper)
benfts.	benefits
bet.	between
bgn.	begin or beginning
bldg.	building
bus.	business
clk.	clerk
co.	company
compet. sal	competitive salary
cond.	conditions
const.	construction
cty.	city
dept.	department
elec.	electric
empl.	employment, employee, employer
engr.	engineer
E.O.E.	Equal Opportunity Employer
eqpt.	equipment
etc.	and so on
eves.	evenings
exc.	excellent
exp.	experience or expert
ext. or X	extension (some phones) have an extension number)
flxbl. hrs.	flexible hours
ftr.	future
gd.	good
gd. appr.	good appearance
gen.	general
grad.	graduate
hqtrs.	headquarters
hr.	hour
hrly.	hourly
H.S.	high school
hvy.	heavy
incl.	including
ind.	industrial
jr.	junior
ldng	loading
loc.	located
lt.	light
lv.	leave
mach.	machine
maint.	maintenance
manuf.	manufacture
mech.	mechanic
mfct.	manufacture
mfr.	manufacturer
mgr.	manager
min.	minimum
mo.	month
nec.	necessary
op.	operator
oppt.	opportunity
pd.	paid
P.M.	afternoon or evening
pref.	preferred
pt.	part-time
P/T	part-time
refs.	references
req.	requirement
sal.	salary
sal. + comm.	salary plus commission
secy.	secretary
spec.	special
sub.	suburb
temp.	temporary
trnee.	trainee
trng. pd.	paid while training
trvl.	traveling required
typ.	typing or typist
w.	with
wk.	week or work
wkr.	worker
work.	working
wpm.	words per minute
yr.	year

CONCERN: JOB SEARCH AND OBTAINMENT

MODULE: APPLICATIONS

PROCESS SKILLS | CONCEPTS | STRATEGIES

PROBLEM

1. Importance of High-Quality Application

a. Read about the following scenario and identify Paul's problems.

(1) Paul Smith goes into the EXECUTIVE MENSWEAR DEPARTMENT STORE wearing blue jeans and a flannel shirt and asks for a job application. He realizes he forgot to bring a pen so he asks to borrow one. He then asks if he may attach his resume to the application, forgetting that he did not bring one with him. He immediately begins filling out the application by writing his name at the top, Paul E. Smith. He does not read the instructions, which say to put the last name first. He can't remember the address of the company he worked for in 1981, the year he was discharged from the military, or his social security number; he leaves those lines blank. He makes a few other mistakes on the application but he crosses them out and writes the correct answer on the side of the page with a little arrow indicating where the new answer is. Paul turns in the application form and leaves with the borrowed pen.

Discussion Questions

- What are Paul's problems?
- What are the consequences of Paul Smith's turning in a poorly written application?
- What could Paul have done to complete a better-looking application?
- What does Paul's action say to an employer?

b. On **"Evaluating the Applicant Pool"** (p.432), individually rank the listed items according to how you think employers view their importance. Compare your rankings to the list below.

Most Important
(1) Reasons for leaving previous jobs
(2) Kinds of duties performed in previous jobs
(3) Specific vocational skills
(4) Kinds of jobs held

PROCESS SKILLS	CONCEPTS	STRATEGIES

(5) Good spelling on application form
(6) Accuracy of application information
(7) Appearance of application form
(8) Education level (e.g., high school diploma)
(9) Number of jobs held
(10) Gaps in employment
(11) Recommendations from past employers
(12) Criminal record
(13) Vocational training received in school
(14) School grades
(15) Applicant age
(16) Employment status at time of application
(17) Vocational training
(18) Reputation of past employers
(19) Bondability
(20) Reputation of schools attended
(21) Friend(s) working at firm
(22) Driver's license
(23) Recommendation from personal friends
(24) Location of schools attended
(25) Qualification for Targeted Jobs Tax Credit

Least Important

(Employer's Choice, p.20)

Check the items that are listed in the employer's top ten list but are not among the top ten on your list.

Discussion Questions

- Why do employers value job skills and performance as being most important?
- In evaluating applications, why do you think employers consider correct spelling, accuracy, and appearance critical?
- What do applications say about an applicant's skills, values, and goals?
- Would the listing be different if an applicant was applying for a job as a secretary? Salesclerk? Teacher? Machinist?

c. List the purposes of an application. Using the list, brainstorm what is important in completing an application.

d. Using three to five precompleted applications, decide what action you would take on the applications if you were the employer. (For teacher) Be sure to include a well-written completed application and a poorly-written, incomplete application with several mistakes.

2. Words on Applications

a. Review **"Words on Application Forms"** (p.433).

b. Review several applications, circling all the words you do not know. Using resources, define the words.

c. Discuss why it is important to read an application thoroughly before completing it.

3. Legal and Illegal Questions

a. Review **"Preemployment Inquiries"** (p.436). Using practical reasoning, decide how you would handle an illegal question on an application.

b. On a sample application, circle potentially illegal questions.

4. Applications

a. Explain the consequences for applicants regarding the following statements:

(1) Twenty-five percent of applications are incorrectly completed.
(2) Most employers will fire an employee if the employers find out that the employee has given incorrect information on an application.

b. Complete **"Application Impressions"** (p.438)

c. (For teacher) The applications may be prepared prior to teaching. Complete an application, using one or more of the following techniques.

(1) Write with the hand opposite the one you normally use.
(2) Use a pencil.
(3) Complete only the first half of the application.
(4) Spill a beverage on it.

Discussion Questions

•How does the appearance of the application affect an employer's perception

of the applicant?
- If you were the employer, what action would you take on the application?
- What are the possible consequences for an applicant who submits an application similar to these?

d. Develop criteria for a high-quality application. Have each student complete an application. Collect the group's applications. Distribute one application to each member, making sure no individual gets his or her own application. Have students evaluate the application according to the established criteria. Return the application to its author with your comments and suggestions for improving it.

Discussion Questions
- How does information on a job application affect the narrowing of the applicant pool when searching for successful employees?
- Why is proofreading an application important?
- What additional information would be helpful to submit along with the application?

e. Identify techniques that insure quality applications.

(1) Complete a master application to assist in completing the real one.
(2) List two phone numbers in case you cannot be reached at one of them.
(3) Apply for a specific position--not "anything."
(4) Complete all spaces. If you have nothing to say, fill the space in with a dash (-) or N/A (not applicable) to show the employer you read it.
(5) Be neat and accurate.
(6) Use good grammar and spell correctly.
(7) Use a blue or a black pen.
(8) Give correct information.
(9) Follow instructions carefully.

f. Complete the "Master Application" (p.440) for future reference.

g. Using practical reasoning, decide what you would do if the following occurred.

(1) An application asks a question that, if you answer honestly, might get you rejected from consideration.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(2) You don't understand part of the application. (3) An application requests information on references and you do not have any. (4) You were hired but were requested to complete an application "for the record."

Source: Employer's Choice, National Center for Research in Vocational Education (Columbus, OH: The Ohio State University, 1987)

EVALUATING THE APPLICANT POOL

Directions: Rank the listed items according to how you think employers view their importance, from 1 to 25 (1 = most important, 25 = least important).

_____ Kinds of duties performed in previous jobs

_____ Vocational training

_____ Criminal record

_____ Driver's license

_____ Kinds of jobs held

_____ Location of schools attended

_____ Specific vocational skills

_____ Qualification for Targeted Jobs Tax Credits (TJTC)

_____ School grades

_____ Accuracy of application information

_____ Recommendations from past employers

_____ Number of jobs held

_____ Employment status at time of application

_____ Friend(s) working at firm

_____ Recommendation from personal friends

_____ Education level (e.g., high school diploma)

_____ Reputation of past employers

_____ Reasons for leaving previous jobs

_____ Appearance of application

_____ Reputation of schools attended

_____ Vocational training received in school

_____ Gaps in employment

_____ Applicant age

_____ Bondability

_____ Good spelling on application

WORDS ON APPLICATIONS

Here are some words that you may see on an application. You need to know what they mean so you can fill out an application correctly.

1.	Academic Rating	- Refers to how well you did in school. Three ways to assess your academic ratings are: (a) Class Rank - Where you ranked out of a class of 100 (b) Grade Point Average - Usually a 4.0 scale, with 4.0 = A, 3.0 = B, 2.0 = C, and 1.0 = D (c) Average Grade - Stated as A's, B's, C's, and D's or 95%, 85%, 75%, and 65%
2.	Accurate	- Free from errors with exact dates, names, and addresses used.
3.	Approximate	- Not exact but close, rounding off to the nearest...
4.	Birthplace	- The town in which you were born
5.	Bonded	- To be covered by an insurance bond that guarantees that if the bonded person is robbed while handling company money or goods, those goods and money can be recovered without holding the transporter responsible
6.	Capacity	- Refers to a position or job (Example: In what capacity were you employed?)
7.	Chronic Ailments	- Illnesses that are lasting, e.g., ulcers, bad back, anemia
8.	Citizen	- Usually used in reference to the country in which you were born
9.	Convicted	- Found guilty of a crime by a judge in a court of law
10.	Crime	- An act that is forbidden by law
11.	Dependent	- A person for whom you provide at least 51 percent support to
12.	Describe	- An account of what you did

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13. Disabilities - Any part of the body that you cannot fully use is disabled

14. Discharge - Fire, let go, terminate

15. Exclude or Excluding - Do not count; not including

16. Felony - A serious crime, more serious than a misdemeanor

17. Final Wage Rate - What you were being paid when you left a job

18. Former job or supervisor - Where you used to work; who used to be your supervisor

19. Goals - Where you see yourself going and what you want to be doing in the future

20. Graduate - To finish some type of schooling successfully

21. Hobby - A pursuit or a pastime; something you do when not working that is not a sport or a game, e.g., gardening, woodworking.

22. Immediate Supervisor - The person to whom you answered while on the job

23. Impression - Your thoughts about something or someone

24. Initial Wage Rate - Amount of money you earned at the beginning of a job; your starting wage

25. Interests - What you like; what you are interested in

26. Legible - Printed clearly so that it is easily read

27. Marital Status - Whether you are married, single, separated, widowed, or divorced

28. Minimum Salary - Lowest amount of salary you will accept

29. Minor - Not an adult--usually under 18 years of age; number of children you have under 18 years of age

30. Misdemeanor - Minor offense against the law

31. Naturalization - A process that allows a person who has lived in this country for a specified amount of time to have identification and legal documents that allow him or her to work

Continued

Continued

32. Occupation - The kind of work you do
33. Occupational Injury - An injury that happened while on the job
34. Particulars - Details or further explanation
35. Permanent Address - Where you can always be reached
36. Personal - Things about yourself
37. Personnel - Usually a department in a company; sometimes refers to all the people who work for a company
38. Physical Condition - State of health
39. Physical Defects - Any serious ailments or disabilities
40. Physical Limitations - Anything that restricts your performance on the job. (Example: You aren't able to lift over ten pounds because of a bad back.)
41. Preferred Work - What you would choose; type of work you prefer
42. Previous - Former; what happened before (Example: "List all previous employers.")
43. Principal - Primary, chief, or main (Example: "What were your principal duties?")
44. Reference - A person who will give testimony about you and/or your work
45. Skill - Training you have received to be able to do a job
46. S.S. # - Abbreviation for Social Security Number
47. Spouse - Your husband or wife
48. Title - The name given to a type of work or a position held in a company or an organization (Examples: cashier, clerk, waitress)
49. Worker's Compensation - An insurance that is paid to a person who is injured on the job, usually consisting of all or part of the person's salary

PREEMPLOYMENT INQUIRIES

ACCEPTABLE PREEMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PREEMPLOYMENT INQUIRIES
"If you are not a U.S. citizen, have you a legal right to remain permanently in the U.S.?" "Do you intend to remain permanently in the U.S.?"	CITIZENSHIP	"Are you a U.S. citezen?" "Are your parents naturalized U.S. citizens?" "May I see your naturalization papers?" "Is your spouse a United States citizen?"
"Tell me about your education." "What high school did you attend?"	EDUCATION	"When was the last date you attended high school?"
"Have you ever been convicted of any crime?" "If so, when and where and what is the disposition of case?"	CHARACTER	"Have you ever been arrested?"
"Do you have relatives employed by this company?" "What is the name and address of your parents?" (If a minor)	RELATIVES	"How many children do you have?" "With whom do you reside?" "Do you live with your parents?"
"To what organizations do you belong?"	ORGANIZATIONS	"List all clubs, societies, lodges, and churches to which you belong."
"Do you have any physical condition that may limit your ability to perform the job applied for?"	PHYSICAL CONDITION	"Do you have any physical disabilities?" "What is your general health like?" "Have you ever received Worker's Compensation?"
"Have you worked for this company under a different name?" "Have you been convicted of a crime under another name?"	NAME	"Have you ever had your name changed for any reason?"

continued

continued

ACCEPTABLE PREEMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PREEMPLOYMENT INQUIRIES
"Can you, after employment, submit a birth certificate or other proof of U.S. citizenship or age?"	BIRTHPLACE	"What is your birthplace?" "Where were your parents born?"
"Can you, after employment, submit a work permit if under age eighteen?" "Are you over eighteen years of age?" "If hired, can you furnish proof of age that you meet legal requirements."	AGE	"What is your age?"
No questions acceptable.	RELIGIOUS	"Do you attend religious services? "Would you need to take religious holidays off work?"
No questions acceptable.	RACE OR COLOR	"To what race or ethnic group do you belong?"
"Could you provide us with a photograph of yourself upon employment?"	PHOTOGRAPH	"Please submit a photograph with your application form."

Source: Vocational Home Economics Resource Guide for Displaced Homemaker Program, Ohio Department of Education (Columbus, OH: 1980), pp. 247-248.

APPLICATION IMPRESSIONS

Directions: Mark each statement with a T (true) or F (false). Write in corrections for those statements you note as false.

1. Your appearance is not important if you are just stopping by a place of business to pick up an application.
2. If you have forgotten your own pen, it's okay to borrow one from the employer.
3. When you fill out an application, it is an opportunity for you to sell yourself.
4. A neat, correctly completed application will show the employer that you care about your work.
5. Applications are a very important part of the hiring process.
6. Employers will usually study several applications before they schedule interviews.
7. You should fill out an application as quickly as you can, and not keep the person waiting.
8. It is not necessary to read through an application. They are all basically the same anyway.
9. It is important to include ZIP codes with all addresses and area codes with all phone numbers.
10. If you make a mistake filling in your application, scratch it out.
11. Have your Social Security card with you when you fill out an application.

Continued

Continued

12. When given an application to complete, the first thing you should do is write your name on it. ______________________________
____

13. Use a pencil when filling out an application so you can erase your mistakes. ______________________________
____

14. "Birthplace" means the hospital in which you were born. ______________________________
____

15. When asked what kind of work you will take, you should write "anything."
____
____

MASTER APPLICATION

Personal

Name ______________________________
Social Security Number ______________________________
Address ______________________________
City ______________ State ______________ ZIP ______________
Length of Time Lived at Present Address ______________________________
Previous Address ______________________________
____
Length of Time at Previous Address ______________________________
Telephone (home) ______________ (other) ______________
Height ______ ft. ______ in. Weight ______________ lbs.
U.S. Citizen? ______ Visa (number) ______ (type) ______
Marital Status ______________________________

Work Experience

Employer ______________________ Telephone ______________
Address ______________________________
City ______________ State ______________ ZIP ______________
Position or Title ______________ Supervisor ______________
Start Date ______ Leave Date ______ Start Salary ______ End Salary ______
Number of Days Missed ______________ Explain ______________
Reason for Leaving (must be positive) ______________________________
____
Responsibilities ______________________________
____

Employer ______________________ Phone ______________
Address ______________________________
City ______________ State ______________ ZIP ______________
Position or Title ______________ Supervisor ______________
Start Date ______ Leave Date ______ Start Salary ______ End Salary ______
Number of Days Missed ______________ Explain ______________
Reason for Leaving (must be positive) ______________________________
____
Responsibilities ______________________________
____

Employer ______________________ Phone ______________
Address ______________________________
City ______________ State ______________ ZIP ______________
Position or Title ______________ Supervisor ______________
Start Date ______ Leave Date ______ Start Salary ______ End Salary ______
Number of Days Missed ______________ Explain ______________
Reason for Leaving (must be positive) ______________________________
____
Responsibilities ______________________________
____

Continued

continued

Military

Service Branch ______________________ From ________ To ________
Highest Rank Held ______________________ Service Number ________
Type of Work Performed ______________________
____
Armed Forces Code ______________________

chool	and Complete Address	From mo.yr.	To mo.yr.	Full Time	Part Time	and Special Courses	of Hours Completed	or Degree	Point Average
Primary									
Junior High									
Senior High						major: minor:			
College						major: minor:			
Other						major: minor:			
Other						major: minor:			
Other						major: minor:			

GED Date Received: Location:

Circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

Certifications, Registrations, Licenses:
Type ______________________ Date ______________________
Type ______________________ Date ______________________
Driver's License # ______________________
Professional Organizations (currently member):
Name ______________________ Office ______________________
Name ______________________ Office ______________________
Hobbies, Interests, Leisure Activities ______________________
____
____

continued

Continued

REFERENCE

Name ______________________________

Address ______________________________

City, State, ZIP ______________________________

Phone (home) ______________ Phone (work) ______________

Time known ______________ Relationship ______________

Occupation ______________ Company ______________

Name ______________________________

Address ______________________________

City, State, ZIP ______________________________

Phone (home) ______________ Phone (work) ______________

Time known ______________ Relationship ______________

Occupation ______________ Company ______________

Name ______________________________

Address ______________________________

City, State, ZIP ______________________________

Phone (home) ______________ Phone (work) ______________

Time Known ______________ Relationship ______________

Occupation ______________ Company ______________

Name ______________________________

Address ______________________________

City, State, ZIP ______________________________

Phone (home) ______________ Phone (work) ______________

Time Known ______________ Relationship ______________

Occupation ______________ Company ______________

CONCERN: JOB SEARCH AND OBTAINMENT

MODULE: RÉSUMÉS

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Purpose of Résumé	a. Using resources, define "résumé."

b. (For teacher) Obtain seven to nine sample résumés from a local employer or from former students, and delete the names and addresses. In small groups, have students review the résumés and select the two résumés they like the best and the two they like the least.

Discussion Questions
- What is the purpose of a résumé?
- How can a résumé assist or eliminate a person being considered for an interview?
- Why are some résumés unacceptable?

c. Discuss how the following purposes of a résumé are reflected in a sample résumé.

(1) Advertisement of self
(2) Introduction of self to employer
(3) Means of relating skills, achievements, qualifications, and personal qualities
(4) Device to get an interview

d. Interview employers or personnel managers about what employers want on résumés and how the screening process works.

2. Résumé Content

a. Review several résumés. Develop a list of information to include on a résumé. Compare with **"Résumé Content"** (p. 466).

b. Write a job objective for the following occupational areas:

(1) Sales (A responsible sales position that will utilize my skills in

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

communication, planning, and marketing)

(2) Banking (A banking position in which my mathematical and organizational skills will be of value)

(3) Machinist (A position that will challenge my ability to read blueprints; use lathes, grinders, and boring machines; and make machine gears and cutting tools)

(4) Computer (A position that uses my skills in computer programming and writing)

c. From identified personal skills (Personal Skills 2.12, p. 306), compile a list of skills to describe in a résumé.

d. Using resources and lists of action verbs, complete "Résumé Inventory" (p. 447).

3. Resume Format

a. Using resources, describe chronological, functional, and targeted resumes. Identify the advantages and the disadvantages of each. Compare your list to "Résumé Selection Process" (p. 449).

(1) Chronological - Information is listed in reverse chronological order so as to highlight recent education and experience and to show growth and development.

(2) Functional - Information is organized according to skill areas that relate to the type of position you seek.

(3) Targeted - Information is organized for a specific job position.

b. In four small groups, develop either a chronological, a functional, and/or a targeted résumé, using information from "A Résumé for Lou" (p. 451). Compare and contrast the three different résumés.

c. Review "Tips for Résumé Writing" (p. 452). Discuss how implementing the tips and techniques can affect the employer's view of the résumé content.

PROBLEM

d. Decide how each of the people below can create a résumé that projects his or her personality, skills, and job objective.

(1) An artist

(2) An salesperson

(3) A volunteer
(4) An ex-offender
(5) A repair person

e. Write your résumé, using the format best for you. Give your résumé to another group member to review and critique. Make corrections and additions.

PR

f. Discuss how you would respond to the people in the following dilemmas. Using practical reasoning, decide what you would do if you were the individual in each situation.

(1) I am just a homemaker and don't have any real skills. What kind of résumé is best for me? How can I make it believable for an employer?
(2) I want to be an artist or work in advertising. How can I create my own style of résumé? Are there any appropriate guidelines?
(3) I have been a factory worker for 22 years at the same company. What do I have to fill up a page? Does an employer really care about my hobbies or interests?
(4) I have had many short-term jobs and have been laid off or fired from quite a few of them. What style of résumé should I use? How can I sell myself best?

g. Develop a list of criteria for evaluating a résumé. Critique sample résumés using "Evaluating a Résumé" (p. 453).

RÉSUMÉ CONTENT

A. Identification--Name, address, and phone

B. Career Objective--A logical and meaningful statement describing in a concise manner one's immediate and possible long range career goals. Use as specific a title as possible without being to restrictive.

C. Education
   1. Degrees
   2. Years granted
   3. Institutions
   4. Grade point average (GPA)(if applicable)
   5. Major and minor
   6. Course emphasis (if applicable)
   7. Vocational training (if applicable to the job)
   8. Means of financing education (if applicable)

D. Work Experience--what, where, when
   1. Full-time work
   2. Part-time work
   3. Volunteer work (if related to job search)
   4. Internships, practicums, and professional experience

E. Extracurricular Activities (optional)
   1. Community activities and involvement
   2. School organizations and activities (offices held)

F. Honors (optional)
   1. Membership in honorary societies
   2. Academic and nonacademic honors and awards

G. Special Skills (optional)
   1. Skills relating to career objective and/or to job target
   2. Special licenses
   3. Foreign language proficiencies (if applicable)
   4. Discoveries and inventions credited to you

H. Interests and Hobbies (if applicable)

I. References
   1. List of approximately three individuals
      a. One who is familiar with your educational accomplishments
      b. One who is familiar with your capabilities
      c. One who may testify to your character
   2. References may be listed with name, title, address, and phone number or may be furnished upon request.

RÉSUMÉ INVENTORY

NAME ____

ADDRESS ____
Street No. Street City State ZIP

PHONE ( ) ______________________________ MESSAGE PHONE ( ) __________________
Area Code Area Code

JOB OBJECTIVE or JOB TARGET:
(Describe what you have to offer an employer, such as a specific job you are aiming for, or your employment philosophy.)

____

____

____

WORK HISTORY:
(Include part-time, full-time, and volunteer work. List each position held, even if several are with the same employer. Continue on back, if needed.)

Position and Employer	Dates	Skills Used, Equipment Operated, Achievements
1.		
2.		
3.		
4.		

Continued

Continued

HOME AND COMMUNITY WORK:

(Describe activities you have done at home for self and family that demonstrate your abilities. Don't undervalue this experience!)

EDUCATION:

H.S. Attended ______

Date Graduated ______ Major Areas of Study ______

Completed G.E.D. ______ When? ______ Where? ______

College or Other Training (vocational, on-the-job, military, other)

MILITARY:

Branch ______ No. of Years ______ Positions Held ______

Skills Used ______

INTERESTS AND HOBBIES:

HONORS AND AWARDS:

What else do you want to tell an employer that will demonstrate your skills, abilities, interests, accomplishments, or achievements?

RÉSUMÉ SELECTION PROCESS

Listed below are summaries of some of the advantages and disadvantages of each type of résumé. Check each statement that applies to you, then select the format best for you. You may wish to try a couple of approaches and compare the results.

CHRONOLOGICAL

IS ADVANTAGEOUS

_____ When name of last employer is an important consideration
_____ When staying in the same field as prior jobs
_____ When job history shows real growth and development
_____ When prior titles are impressive
_____ In highly traditional fields (education, government)

IS NOT ADVANTAGEOUS

_____ When work history is spotty
_____ When changing career goals
_____ When you have changed employers too frequently
_____ When you wish to downplay age
_____ When you have been doing the same thing for too long
_____ When you have had a long absence from the job market
_____ When you are looking for your first job

FUNCTIONAL

IS ADVANTAGEOUS

_____ When you want to emphasize capabilities not used in recent work experience
_____ When changing careers
_____ When entering the job market for the first time
_____ When reentering the job market after a long absence
_____ If career growth in the past has not been good or consistent
_____ When you have had a variety of different, unconnected work experiences
_____ When much of your work has been free-lance, self-employed or temporary

IS NOT ADVANTAGEOUS

_____ When you want to emphasize a growth pattern
_____ For highly specific fields in which the specific employers are important
_____ When you have performed a limited number of functions in your work
_____ When your most recent employers have been highly prestigious

TARGETED

IS ADVANTAGEOUS

_____ When you are very clear and certain about your job target
_____ When you have several different

IS NOT ADVANTAGEOUS

_____ When you want to use one résumé for several applications or openings
_____ When you are not clear about

Continued

Continued

directions to go in and you want a different résumé for each

_____ When you want to emphasize capabilities you possess but may not have been paid to demonstrate

your capabilities and accomplishments

_____ When you are just starting out in a new career and have little actual experience

A RÉSUMÉ FOR LOU

Directions: Write a chronological, functional, or targeted résumé for Lou. Some missing information may need to be created.

Lou is 33 years old, is 5'6" tall, and weighs 140 pounds. Lou lives at 510 Maple Ave. Apt. 2B, Yourtown, OH 45442. Her phone number is (216) 224-9583.

Lou graduated from Excel High School in Yourtown at age eighteen. After high school, she worked part-time for We-have-it Hardware for three years. At the hardware store, she was responsible for assisting customers in locating items and serving as a cashier. Sometimes the boss, Ms. Combs, would ask her to work extra hours, which she always did.

She quit working at the hardware store after she had a baby. She did not marry the father-of-the-child. When her child was three years old, she volunteered to read stories at the local library's preschool story hour. Because she did such a good job, she began to read and tell stories at the local school kindergarten classes. Sometimes she would stay after the story hour to help the librarians catalog books and assist children in finding books and resources in the library.

When her child entered school, Lou decided to return to work. She found a job cleaning offices on weeknights and weekends. She worked for three months and quit because satisfactory child-care arrangements were difficult to find.

Lou also volunteered as a resident liaison in her apartment complex. If residents had a concern about their housing, Lou helped them obtain the necessary information and assistance. The residents respected her leadership abilities. Lou has helped 20 of the 80 residents.

Last year Lou took an adult education class in industrial management. She graduated in the top fourth of her class. Her instructor, Karen Smart, praised her work. During this time and throughout the following year, she also sold cosmetic products to her friends and people living in her apartment complex.

Lou is now trying to find a full-time job to support herself and her child. The apartment complex manager, Betty Toms, and Lou's next-door neighbor, Mike Barnes, support her goals to work as an industrial management supervisor.

TIPS FOR RÉSUMÉ WRITING

1. Limit the résumé to one page or two pages at the most.
2. Use a consistent writing style. Use past tense for past activities and present tense for current activities. Do not use "I."
3. Avoid using slang and trite expressions.
4. Use simple words that convey exactly the meaning you intend.
5. Use action verbs.
6. Convey accomplishments and problem-solving skills, not duties or mere information. Demonstrate that you can do the work required for your job goal.
7. Be honest.
8. Make it perfect. Check for spelling, typographical errors, and poor grammar. Proofread it. Use a good photocopier to duplicate it, or have it printed.
9. State information positively.
10. Do not include personal information, such as date of birth, weight, height, marital status, social security number, religious affiliation, political memberships, or salary expectations.
11. Include a cover letter when sending the résumé.
12. Balance your résumé on the page.
13. List the most recent experiences first within each category.
14. Include volunteer work if your volunteer experiences apply to the job you are seeking.
15. Be consistent in format in the use of punctuation, capitalization, spacing, and grammar. Type the résumé, making margins at least 1 1/4 to 1 1/2 inches at the top, bottom, and both sides of the paper. A little extra margin at the bottom is more visually appealing than is the same size margin all around the page. Double-space between sections.

EVALUATING A RÉSUMÉ

Directions: Use this form to evaluate a résumé by placing a check (✓) in the appropriate column for each statement.

Appearance and Format	Excellent	Good	Poor
1. The overall appearance is neat and businesslike.			
2. The typing is sharp and clean.			
3. The paper is high quality.			
4. The paper is spotless and free of wrinkles.			
5. The use of "white space" enhances the résumé's appearance.			
6. A consistent format is used.			
Content			
7. Content emphasizes results, significant achievements, and problem-solving skills.			
8. Experiences occurring over ten years ago are not emphasized.			
9. The most qualifying experiences are emphasized.			
10. Information on education is complete.			
11. Honors and awards reflect ability.			
12. Controversial activities or associations are avoided.			
13. Reasons for leaving employment are not given.			
14. Information is factual.			
15. The strongest qualifying experiences are described first under each heading, followed by the next strongest, and so on.			
16. The content supports the job objective.			
Writing Style			
17. Short sentences in short paragraphs are used.			
18. Most sentences start with an action verb.			
19. Personal pronouns are not used.			
20. Present tense is used for current activities.			
21. Past tense is used for previous experiences.			
22. Information is concise and pertinent.			

CONCERN: **JOB SEARCH AND OBTAINMENT**

MODULE: LETTERS

FACT 3.15

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION	1. Letters Used in a Job Search	a. In small groups, analyze "Letters to an Employer" (p.457). **Discussion Questions** •How would you react if you were an employer receiving these letters? •What does each of the letters tell you about its writer? •For each letter, what action would you take as an employer? b. Outline the job search process from the time initial contact is made with an employer until a job offer is accepted or rejected. Designate the points in the job search process when it is appropriate to write a letter. Indicate the purpose of each letter written. c. List all the different types of letters used in a job search. Chart the who, what, when, where, and why of each type of letter.
	2. Letter Format and Appearance	a. Determine the type of paper, writing utensil, writing style, and letter format for writing the following letters: (1) A thank-you note to your grandmother for a gift (2) A thank-you note to an employer for an interview (3) A letter requesting information from a company (4) A letter accompanying a job application (5) A complaint letter about a product you bought (6) A letter recommending someone for a job **Discussion Questions** •How does a letter's appearance affect the writer's message? •How would you react to a very businesslike and professional letter if you were a close friend of the writer's? •What factors determine how a letter is written? •What factors effect the appearance of a letter? •What are the consequences of sending an appropriately or an inappropriately written letter? b. Draw a sample letter format accepted by business. Discuss the components of

PROCESS SKILLS | CONCEPTS | STRATEGIES

the letter and their importance.

(1) Full personal mailing address and date
(2) Full name, title, and address of the individual receiving the letter
(3) Greeting using the individual's name
(4) Purpose of the letter
(5) Information or explanation supporting your purpose
(6) Request for action
(7) Closing including full name of...

c. Develop a list of criteria for a well-written letter. Analyze several sample letters by using the established criteria.

3. Cover Letters

a. In each of the following cover letter statements, point out the errors and rewrite the statement to elicit a more favorable response from the employer.

(1) I am requesting a salary of $4.50 an hour because I have experience in the field.
(2) I would like to request that I be able to take off for two weeks in August because I'm getting married.
(3) This is the only company I have ever wanted to work for.
(4) I know you will be a lot better to work for then my last employer.
(5) I have achieved outstanding awards in swimming and soccer. This proves I am a winner.

b. Decide what you would tell a person who made the following comments:

(1) I use the same letter to send with every resume. Since I am requesting the same kind of job, why should I use a different letter?
(2) I didn't send a cover letter. The resume has all the necessary information.
(3) It's important to write a cover letter that expresses the contribution I can make to the employer's company. I send a cover letter with every resume.

c. Write a cover letter for an application or a resume. Critique your letter using previously established criteria and the **"Letter-Writing Checklist"** (p.458).

d. Discuss how you would write a cover letter for a specific position in a company versus for a position described in a blind ad.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	4. Thank You Letters	a. Discuss the importance of sending a thank-you letter after an interview. b. Debate whether a thank-you note should be sent if the applicant is really not interested in the job.
	5. Other Job Search Letters •Stall •Acceptance .Rejection	a. Determine when and how an applicant writes stall, acceptance, and rejection letters. b. Write either a stall, an acceptance, or a rejection letter. Compare and contrast the three types of letters.
	6. Letters of Recommendation	a. List the information to include in a letter of recommendation. Discuss how an individual can write a request for a letter of recommendation. b. Decide how you would respond in the following situation if you were the employer. Employer: Have you any references? Applicant: Sure. Here is the letter from my last employer: To Whom It May Concern: John Jones worked for us for one week and we're satisfied. c. Debate whether or not to write a reference for the following people: (1) A person the writer does not know well (2) A person whose working credentials are less than adequate (3) A person who is a family friend d. Determine three references you can use. Write a letter asking one of the references to write a letter of recommendation for you.

LETTERS TO AN EMPLOYER

Directions: Analyze the letters. Determine the positive and the negative effects of each letter.

Dear Joe

I hear you got a job open down at your plant. I think you should hire me. You know I would do a good job for you. After all, I helped fix your car so I can repair most things. I'll talk to you about the job sometime next week.

Tom

My address
My Town OH
9/2/88

Dear Personnel Director:

I am interested in application for a job in the machine shop with your co.

I took a course at the JVS in machines and metalwork. I also have some experience in gas and arc welding.

I would appreciate an interview and can be reached at 278-8007 and hope to hear from you soon.

Sincerely
Tom Jones

5613 Main St.
Orange City, OH 00003
September 20, 1988

Ms. Grimm
XYZ Company
220 High St.
Morse, OH 00021

Dear Ms. Grimm:

I am interested in applying for a position in the machine shop at XYZ Company. Enclosed is my résumé, which highlights my experience. Having worked for Dresser Industries for five years as a gas and arc welder, I feel I have a solid background of experience. I have also completed the machine trades course at Jennings Joint Vocational School. I am aware that you are expanding your machine shop and hope that I can help contribute to the expansion.

I would appreciate the opportunity to arrange an appointment with you to discuss my qualifications. I look forward to hearing from you soon. Thank you very much for your consideration.

Sincerely,

Tom Jones
(312) 493-3276

LETTER-WRITING CHECKLIST

Directions: Place a check (✓) in the appropriate column for each phrase.

	Yes	No
A. The letter includes...		
1. My complete address	___	___
2. The date	___	___
3. The employer's name	___	___
4. The company's name and address	___	___
5. A greeting addressed to a specific person	___	___
6. The purpose of the letter	___	___
7. An explanation supporting the purpose	___	___
8. A request for action	___	___
9. A closing	___	___
10. My signature	___	___
11. My complete name	___	___
12. A résumé	___	___
13. My phone number is given	___	___
B. The letter is...		
1. Clear	___	___
2. Concise	___	___
3. Well-organized	___	___
4. Friendly	___	___
5. Courteous	___	___
6. Factual	___	___
7. Personal	___	___
C. The letter uses...		
1. White 8 1/2" x 11" paper	___	___
2. Type or black or blue pen	___	___
3. Correct spelling	___	___
4. Correct grammar	___	___
5. Accepted format	___	___
6. Action words	___	___

CONCERN: JOB SEARCH AND OBTAINMENT

MODULE: TELEPHONE TECHNIQUES

FACT 3.16

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Use of Telephone in Job Search	a. Decide what you would do if you were Randall. Randall was looking for a job. He had used the telephone to talk only with friends. He was terrified of talking to any office worker. Randall knew he should make telephone calls in looking for a job. However, he just could not bring himself to pick up the phone.
		Discussion Questions •What is Randall's problem? •How can Randall overcome the problem? •What alternatives does Randall have? •What are the consequences of the alternatives?
		b. List the ways a telephone can be used in the job-search process. Determine to whom each call would be directed. List advantages and disadvantages of using the phone.
	2. Telephone Manners	a. Listen to three to five prerecorded telephone conversations depicting good and poor telephone manners. List good and poor telephone manners on a chart.
		b. Develop a list of criteria to use in evaluating a telephone call.
		c. Discuss how the use of effective telephone manners can assist in finding a job.
	3. Preparation for Making a Telephone Contact	a. List the information needed before making a phone call.
		b. Outline the purpose and the preparation techniques for making the following phone calls:

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(1) Answering a want ad (2) Making an appointment (3) Getting information about an employer (4) Getting directions to an interview (5) Contacting friends, relatives, and peers to get job leads and referrals.
		c. Discuss how planning what you want to say before making the telephone call affects the outcome of the call.
	4. Telephone Contacts	a. Brainstorm ways to talk with secretaries to obtain your desired results or to talk with the person you want to speak with.
		b. Decide how you will handle the first 10-20 seconds of a telephone contact. Determine the consequences of your actions and conversation.
		c. As a group, develop an outline of a telephone conversation to obtain an appointment. Compare your outline to the **"Telephone Calls Flowchart"** (p. 461).
		d. Role-play an effective and an ineffective telephone conversation to obtain an interview. As a group, evaluate both conversations. Review **"Making a Telephone Call"** (p. 462). Discuss how the telephone conversations could be improved. **Discussion Questions** •What are effective and ineffective methods of making telephone calls? •What are the consequences of each phone call role-play? •What other alternatives to making phone calls could be used? •What effect does a phone call have on the employer? On the individual making the phone call?
		e. Complete **"Telephone Preparation Form"** (p. 463). In groups of three, role-play a telephone conversation to obtain an individual's desired objective. One person is the caller, the second person is the employer, and the third person observes the interchange and then gives feedback on what the caller did effectively and what could be improved. Repeat the process, switching roles so each group member has the opportunity to be in the three different roles.

TELEPHONE CALLS FLOWCHART

Introduce yourself.

↓

Ask for the name of the department head.

↓

Address the department head by name.

↓

Introduce yourself and state your purpose.

↓

State the name of the person who suggested that you call.

↓

State your qualifications.

↓

Ask for an interview.

If Answer is No

Ask for an appointment anyway.

↓

Ask for suggestions of other places to contact.

↓

Ask for the name of a person to speak to in each of the other places.

↓

Ask if you can use the department head's name as a reference to the leads you were just given.

↓

Ask for other positions you didn't qualify for but that friends may be interested in.

↓

Ask to check back in a couple weeks in case a job position opens.

If Answer is Yes

Schedule and confirm a date and a time for the interview.

Confirm and/or request the address and directions, if needed.

MAKING A TELEPHONE CALL

When properly utilized, the telephone is a valuable employment tool. The telephone can save you time, money, and energy. It can also help you get the interview in a job search.

Everyone has used the telephone before, but there are certain things you should be aware of when using it for making calls for potential employment.

1. Be Prepared: Make sure you know why you called.
2. Be Specific: Talk with confidence regarding the position you are calling about.
3. Be Smart: Don't attempt to nail the job down over the phone.
4. Be Ready: Have paper and two pencils nearby to write down any additional information.
5. Be Tactful: Don't be overbearing or pushy. Listen carefully.
6. Be Careful: Do not oversell yourself. Your immediate goal is to get an interview.
7. Be Confident: You must feel confident that you have something to offer the employer in terms of skill, attitude, and job motivation. Use a title if you have one.
8. The sound of your voice is important. Talk in a normal tone. (Talking too loudly or too softly can turn the employer off.)
9. Be aware of any background noise. Turn off the stereo, the radio, and the TV. Try to have children occupied.
10. Know the full name, the title, and the address of the person you are calling.
11. Wait and listen to an answer after asking a question. Learn to tolerate the silence.
12. If you can't get past the secretary, call before 8:00 A.M. or after 5:00 P.M.
13. If you must have a call returned, leave your phone number and a time when you are available to receive a call.

TELEPHONE CONTACT FORM

Company ______________________________ Date __________

Address ____

Phone ____

Contact Name ____

Contact Title ____

Name of Referral ____

Purpose of Call (information, application, interview or other)

____
____
____

Introduction

____
____
____

Outline of Points to Cover during Phone Conversation

____
____
____
____
____

Follow-up Action to Take		Date
Interview	______________	___
Send Resume	______________	___
Complete Application	______________	___

Other Referrals Obtained

Name	Title	Phone Number

CONCERN: **JOB SEARCH AND OBTAINMENT**

MODULE: **INTERVIEWS**

FACT 3.17

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Stages of an Interview	a. For each of the stages of an interview, list what happens during the stage. (1) Stage 1: Breaking the ice (2) Stage 2: Sharing general information (3) Stage 3: Sharpening the focus (4) Stage 4: Bringing closure b. Identify the stage of an interview that each interviewer and interviewee is experiencing. (1) Both individuals are talking about the big football game that evening. (Stage 1 or 4) (2) The interviewer is describing the company. (Stage 2) (3) The interviewee is describing personal skills. (Stage 2) (4) The interviewee is discussing specifics of work experiences. (Stage 3) (5) The interviewee is asking most of the questions. (Stage 3) (6) The interviewer is discussing the decision-making process of hiring a new employee. (Stage 4) (7) The interviewee is indicating his or her intent to call in a week for an update on the position. (Stage 4)
PROBLEM	2. Preparation for an Interview	a. Complete "**Preparing for a Job Interview**" (p.471). Compile rankings, as instructed. Decide if the rankings would change if (1) Your father owned the company. (2) Your aunt worked for the company. (3) You had worked for the company once before. (4) You knew the interviewer. **Discussion Questions** •Why is preparing for a job interview important?

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

- What effect does preparation (or lack of preparation) have on the interviewee? The interviewer?
- What are reliable sources of information in preparing for an interview?

b. Develop a list of information to have about an employer prior to an interview.

c. List sources of information about an employer. Complete "Employer Information" (p. 472) about an employer you want to work for.

Discussion Questions

- What sources did you use to obtain the desired information?
- How did you determine if the sources were reliable or unreliable?
- How will the information aid you in an interview situation?

d. Determine when and where you would interview for a nontraditional job.

3. Appearance and First Impressions

a. View pictures of different people. Write your impression of each person. Decide if you would hire the individual if you had a job opening for

(1) A secretary
(2) A salesclerk
(3) A machinist
(4) A truck driver
(5) A teacher

b. Imagine the following situation.

You are on a city bus sitting alone in a double seat. Every other seat on the bus is occupied by one or two persons--there are not empty seats left at all. The bus stops and a person gets on, pays the fare, and looks around the bus for an empty seat. The individual concludes that a seat will have to be shared, and when the person's gaze meets yours, you probably do one of two things. The first possibility is that you think, "Oh my," and look out the window while spreading out in your seat to make the seat look more full. The other possibility is that you unconsciously get yourself orderly, and possibly even nod or smile toward the person, because you wouldn't mind at all if the individual sat next to you. Your probably aren't even aware of what you have done, but based only upon the individual's entrance and appearance, you have, in your mind, either hired or rejected the person as a seat sharer.

(Source Unknown)

Discussion Questions

- How does this scenario compare to an interviewer's assessing an interviewee in the first few seconds of meeting?
- Would your reaction differ if the individual was fashionably dressed? Unkempt and dirty? Had a vacant stare?
- How do our values affect our impressions of people?
- How do an interviewer's values affect his or her impression of an interviewee?

c. As a group, list five interview questions that will give you enough information to make a hiring decision. Interview the teacher with the prepared list of questions.(For teacher) Prepare yourself to be interviewed by the group by creating a poor, unkempt appearance. Use poor grammar, posture, and manners for this activity.

Discussion Questions

- Would you hire the teacher? Why or why not?
- Did you eliminate the teacher from being offered a job as soon as the teacher entered the room? Why or why not?
- Did you eliminate the teacher due to the teacher's communication skills? Why or why not?

d. React to the statement "Eighty percent of an opinion about you will be formed before you ever open your mouth."

e. List impressions that can be formed and suggestions for improving those impressions for each of the following behaviors. Discuss if the impressions differ depending on whether males or females are exhibiting the behaviors.

(1) Dirty clothes
(2) Poor grammar
(3) Poor eye contact
(4) Poor posture
(5) Limp handshake

(6) Lack of facial reactions

PR

f. Using practical reasoning, decide what kind of clothing would be appropriate to wear to an interview for the following jobs:

(1) Corporate sales manager
(2) Factory assembly line
(3) Carpenter
(4) Secretary
(5) Veterinarian assistant

4. Styles of Interviewers

a. Describe the characteristics of the following styles of interviewers. Determine how you would handle an interviewer exhibiting each style of behavior to put yourself in the most favorable light.

(1) Talker
(2) Questioner
(3) Passive listener
(4) Notetaker

b. Analyze why an interview may be stressful for the interviewer.

c. For each question an interviewer may ask, identify a potential fear that the interviewer has and a way you would try to allay that fear.

Example: "Tell me about yourself." (Fear that there is something in your background or attitudes that will make you an unwise choice for the position. Calm the fear by giving a brief history of your life and describing past work experiences that show you have a positive attitude and are a valuable worker.

(1) What kind of work are you looking for?
(2) Have you ever done this kind of work before?
(3) How did you get along with your former boss and coworkers?
(4) Can you explain why there are gaps in your work history?
(5) Don't you think you would be underemployed in this job?

d. Answer the question "If you were an interviewer, what would you look for in how an interviewee expresses himself or herself?"

e. Given the following assumption, determine the implications for interviews:

Often interviewers are nervous, are not sure what they want, and are following gut impressions as they listen to applicants. It is estimated that only two percent of those interviewing are trained in interviewing skills. The rest are on a seek-and-destroy mission: How can I eliminate some of these applicants?

5. Interview Questions

a. In small groups, quickly brainstorm a list of common questions asked in interviews.

b. Using **"Common Interview Questions"** (p.473), write a response to each question.

Discussion Questions
- Which questions were the most difficult to answer? The easiest? Why?
- Why is it important to formulate a response to these questions prior to interviewing?
- What are some general guidelines for answering the questions?

c. Ask personnel managers what questions cause the most problems for people they have interviewed. Compile the questions. Write a response to each question.

d. Discuss how you would respond to an interviewer saying "Prove it" after you have just described a skill you have (proof by example). In small groups, share a personal skill or strength and then support it with facts and examples. Assist one another by asking probing questions.

e. Use practical reasoning to decide how you would respond to illegal questions asked in an interview.

f. Review **"Handling Illegal Questions"** (p.474) and **"Analyzing and Responding to Potentially Illegal Questions"** (p.475).

g. Answer the question "Why did you leave your previous job?" Consider the consequences of the following answers, and formulate some alternatives.

(1) I was fired.
(2) The boss didn't like me.
(3) I just didn't have the skills needed to make it in the job.
(4) I don't usually stay in any job for very long. I like to keep on the move.
(5) I was told that production was declining and personnel cutbacks were required.

h. Individually, identify five or more specific questions that an interviewee can ask at a job interview. Compile the lists and categorize them into one or more of the following types of questions.

(1) Probing--uncovers the needs of the employer
(2) Feedback--requests feedback on how an interview is progressing
(3) Protective--gains information about potential problems, turnover, and viewpoints about the job

6. The Interview

a. Using videotapes, films, or other media, watch an interview. Identify the techniques that made the interview successful. Compare your list with "Interviewing Techniques" (p.477).

b. Invite a personnel director or an employment counselor to conduct a mock interview for the group. Analyze the strengths and the weaknesses of the interview.

c. Analyze the effect of an applicant's using nonstandard English in an interview.

d. Complete **"Overcoming My Weaknesses in an Interview"** (p.478).

e. Using practical reasoning, complete **"The Interview"** (p.479).

f. In groups of three, select an interviewee, an interviewer, and an observer. The interviewer is to conduct a five-minute interview with the interviewee for a job the interviewee is interested in obtaining. While the interview is being conducted, the observer is to list the skills presented by the interviewee and to note other verbal and nonverbal communication affecting the interview. After completing the interview, the three group members are to individually do the **"Interview Evaluation"** (p.481). Using the evaluation and the information the observer shares, the small group is to identify the interviewee's strengths and weaknesses and make suggestions for improvement. The process is to be repeated with the group members rotating the three roles.

g. Determine how you would close an interview to get action results. Discuss the consequences of closing with the following comments. Decide which comments are appropriate. Discuss alternative closings.

(1) Well, sir, I think you should offer me the job.
(2) I have several interviews scheduled, but I am very interested in this position. Rather than risk missing your call, when may I call you?
(3) You indicated that you should have a decision made by next Tuesday. May I call you late next week regarding the status of the position?
(4) You know I am the best person for the job. I could start work for you next Monday.

7. Follow-up After an Interview

a. Read **"Job Seekers: Follow-up Needed After Interview"** (p.482). Discuss the importance of following up after an interview.

PREPARING FOR A JOB INTERVIEW

Directions: Rank the following steps in preparing for a job interview. Place 1 in the blank next to the action you would take first, 2 in the second step, and so forth. If an action is not appropriate in preparing for an interview, place an X in the blank.

_____ A. Make sure your attire and your appearance are appropriate.

_____ B. Identify the skills you have that will be needed in the position.

_____ C. Arrive five to ten minutes early for the interview.

_____ D. Call the employer before leaving for the interview to say you will be there on time.

_____ E. Mentally outline your previous jobs and be able to discuss their tasks.

_____ F. Prepare several questions to ask the employer.

_____ G. Compile course transcripts and reference names and addresses in case they are requested in the interview.

_____ H. Double-check the employer's name and title before greeting the individual.

_____ I. Bring a friend along to the interview for support.

_____ J. Buy a new outfit to wear to the interview.

_____ K. Seek information about the employer.

_____ L. Prepare to discuss hobbies, interests, and volunteer work as they relate to the position.

_____ M. Formulate answers to common interview questions.

_____ N. Practice communicating possible questions and answers by role-playing an interview with a friend.

EMPLOYER INFORMATION

Directions: Complete this form in advance of each interview.

Job Title ______________________________

Name and Title of Individual Conducting the Interview ______________________________

Employer Name ______________________________

Phone ______________ Day and Time of Interview ______________

Address of Interview ______________________________

Travel Directions ______________________________

Description of Position Applied for ______________________________

Salary Range ______________________________

Products and/or Services of Employer ______________________________

Product and/or Service Market ______________________________

Years in Business ______________________________

Competitors ______________________________

Public Image ______________________________

Company History ______________________________

Headquarters, Factory, and Office Locations ______________________________

Number of People Employed ______________________________

Day-to-day Problems of Employer ______________________________

Other Pertinent Information ______________________________

Key Questions to Ask Interviewer ______________________________

COMMON INTERVIEW QUESTIONS

Directions: Write your response to each question.

1. Tell me about yourself.
2. Why have you held so many jobs?
3. What is your major weakness? Your major strength?
4. How much do you expect to be paid?
5. Why do you want to work for this company?
6. Why did you leave your last job?
7. Why do you have this gap in your job history?
8. What do you like to do in your leisure time?
9. What are your long-range goals, for five to ten years from now?
10. Why should I hire you?
11. What are your special skills or abilities?
12. What are two of your most important achievements? Failures?
13. Why are you interested in this job?
14. What jobs have you enjoyed the most? The least? Why?
15. How do you feel about overtime, odd hours, and extra duties?
16. When are you available for work?
17. What was your last employer's opinion of you?
18. What kind of machines or equipment can you operate?
19. How well do you perform under pressure?
20. What kinds of people do you like to work with?
21. What characteristics or qualifications do you have that will make you successful in this field?
22. Do you prefer working with others or alone? Why?
23. How do you handle criticism?
24. What are your future plans?

HANDLING ILLEGAL QUESTIONS

Know your rights. The chart entitled "Preemployment Inquiries" (pp. 436-437) is an excellent synopsis of the current laws governing applicants' civil rights. Review this before going further.

When asked illegal questions, remember the following:

1. First evaluate what the interviewer is really trying to learn about you. What underlying concern does the interviewer have in asking this question?

2. Once you feel you have determined the hidden concern motivating an illegal question, phrase your response so as to address that hidden concern. See the examples on the following pages. The main objective is to find specific ways to reassure the employer that such factors as your sex, race, age, and religious beliefs, will not affect your actual job performance.

3. Don't jump to conclusions about the employer's motives. He or she might be asking out of mere interest or in an attempt to make polite conversation. Keep in mind that the interviewer (especially for a small firm) may be unaware of the laws covering employment inquiries. Your carefully worded,job-performance-based response may tactfully remind the employer of the inappropriateness of the question. It is also possible that the interviewer is deliberately testing your assertiveness or your reaction to stress and anger.

4. During the interview, it is not wise to confront the employer; refusing to answer, overreacting, or complaining may reinforce the interviewer's prejudices and preclude any opportunity for the job. If you do wish to take legal action, don't threaten it until a rejection actually occurs.

ANALYZING AND RESPONDING TO POTENTIALLY ILLEGAL QUESTIONS

Actual Question	Possible Underlying Concern	Sample Response
1. "Do you have or plan to have any children?"	Will there be excessive absenteeism due to child-care problems? Will this employee as a mother be fatigued and distracted due to demands placed on her by her children?	Whether I eventually have children or not, I can assure you that I will be here for work For a single parent: I am curious why you ask that question. If you are concerned about my dependability, energy, or dedication, I would like to assure you that I have made adequate provisions for my children and that they give me more energy than they demand. For a married parent: Yes, my husband and I plan to someday have a child (children). We have discussed the matter of care and have agreed to share the responsibilities equally.
2. Are you married? What does your husband do for a living?	Is there a possibility of premature resignation due to the relocation or transfer of the husband's employment. Is this applicant's interest in employment vital to maintaining the household, or just a form of recreation?	Yes, but my husband and I have discussed this and have agreed to respect and accommodate each other's careers on an equal basis.
3. "What are your plans for the next five years?" (addressed to a recent high school graduate)	A young person's life (especially a female's) is unstable and life changes result in job or career changes.	I feel that I have carefully thought out my long-range career goals and they include at least __ years as a __ with a company such as yours.
4. "Are you very active in your church?"	This person's religious convictions may prevent this person from working on Sundays or certain holidays.	Correct me if I'm wrong, but I infer from your question that you fear I would be unwilling to work on Sundays or religious holidays. I will accommodate your needs for my presence at work.

continued

continued

	Actual Question	Possible Underlying Concern	Sample Response
5.	"Do you think it will be difficult for our current employees to work with a female or a minority?	Does this applicant have the ability to command the respect and cooperation of his or her peers? Does he or she have resentments (a chip on the shoulder) or prejudices that could hinder employee relations?	Some people may have personal biases regarding working with a woman or a minority, but I feel this can be overcome if whoever supervises them has received proper supervisory training and has a mature, sincere approach toward his or her employees. I also feel that my attitude toward my peers will help them adjust to me.
6.	"How would it make you feel to take orders from a boss who is 15 years younger than you?"	Will the applicant be able to make life changes at an older age?	If your concern is over my ability to make life adjustments at my age, I can assure you that my maturity and experience make it easier to adapt to all kinds of situations.
7.	"What are your plans in regard to marriage?" (asked of a single person)	If this person marries will the person then leave the job to stay at home?	Allow me to assure you that any change in my marital status should not affect my job performance or career objectives.

Source: Job Search Manual (Columbus, OH: Instructional Materials Lab, the Ohio State University, 1986)

INTERVIEWING TECHNIQUES

1. Prepare yourself for the interview by learning about the company and practicing interview skills.

2. Go to the interview alone.

3. Arrive at least five to ten minutes early to the interview.

4. Dispose of chewing gum and lighted cigarettes before entering the interviewer's office.

5. Sit down when asked.

6. Smile and give your name distinctly when greeting the interviewer.

7. Be neat, clean, and dressed appropriately for the interview.

9. Speak favorably of previous employers and working conditions.

10. Be able to relate your qualifications and experiences readily stressing your strong points.

11. Thank the employer when leaving.

12. Be honest and frank but do not volunteer negative information.

13. Speak clearly and loud enough to be heard.

14. Make eye contact with the employer or interview team.

15. Be careful in handling illegal questions.

16. Respond vocationally to questions. Do not discuss personal problems.

17. Place objects such as handbags or briefcases on the floor beside you.

18. Sit erectly back in the chair. Don't lean on the interviewer's desk.

19. Take two pens, copies of your resume, and other necessary papers with you. Place them in a folder to keep them neat and clean.

20. Acknowledge the receptionist or whoever greets and helps you when you first arrive.

21. Refrain from nervous habits.

22. Ask to have a question repeated if you don't hear it, or explained if you don't understand it.

23. Prepare questions to ask the interviewer.

24. Use a firm handshake.

25. Be sensitive to an interviewer ending the interview.

OVERCOMING MY WEAKNESSES IN AN INTERVIEW

Directions: List your weaknesses, possible perceived reactions to the weaknesses, and ways you might address those weaknesses in a positive way in an interview.

Weaknesses	Perceived Reactions	Interview Responses
Personal Life:		
Education:		
Career:		
Work Habits:		

THE INTERVIEW

Directions: Decide which response the individual in each situation should use. Discuss the consequences of each action and alternatives to each action. Place a check (✓) beside your choice.

1. Mary is interviewing for a job as a welder. Just having graduated from the local vocational welding program, she is anxious to become employed. She did well in the vocational training. The classified advertisement for this position indicated that welding skills are essential. Now Mary is being asked about her competency with Tungsten Inert Gas (TIG) welding. Mary didn't take the TIG welding course. What should she do?

   _____ Pretend she has the skill by making up an answer.

   _____ Angrily state that the ad didn't mention this as a qualification for the position.

   _____ State her skills in other related areas but admit that she has not had training in Tungsten Inert Gas (TIG) welding.

   ____ Tell the truth about her skills and offer to take a course to learn.

2. Joseph got into trouble with the law when he was a teenager. He had shoplifted several items in a store and even spent time in jail. Since that time, Joseph has not been in any trouble. Now, ten years later, he is interviewing for a retail position. The interviewer asks, "Have you ever been in trouble with the law?" How should Joseph reply?

   _____ Answer that he has never been in trouble with the law.

   ____ Tell the truth but explain that it was ten years ago.

   ____ Question what the issue has to do with retailing.

   ____ Brush off the question with a bit of humor.

3. Kathy is interviewing for a position as a medical assistant. She was recently divorced, has custody of two children, and is financially strapped. She needs the job. In the interview, she is asked several personal questions related to her family life. Kathy knows these questions are not related to her ability to do the job. How should she respond?

   _____ Tell the interviewer that the information is not his or her business.

   _____ Talk about her personal life.

   _____ State that her qualifications match the position and that she is not required by law to answer the questions.

   _____ Ask why the information is needed.

Continued

Continued

4. Mark is interviewing for a plumbing position with a large commercial construction company. He had been fired from his previous job due to an alcohol problem. The interviewer asked to contact Mark's previous employer. How should Mark reply?

   _____ Say that his immediate supervisor has left the company, which is a lie.

   _____ Indicate that he would not like to have his employer contacted, but rather to be hired based on his own credentials.

   _____ Say the interviewer is free to contact his previous employer.

5. Lee is interviewing for a job in a flower shop. The interviewer has asked three broad questions and spent the majority of time reading Lee's résumé. It appears that the interview might end. What should Lee do?

   _____ Offer to highlight his skills as they apply to the position.

   _____ Thank the interviewer for his time and leave.

   _____ Ask the interviewer questions about the job.

   _____ Offer to come back later after the interviewer has prepared for the interview.

Source: Adapted from P.L. Duffy and J.J. Ford III, Would I Hire Me? (Hyannis, MA: Barnstable Public Schools, 1985), pp. 120-125.

INTERVIEW EVALUATION

Directions: Complete the form below to evaluate interviewing skills.

Name ______________________________

Job applying for: ______________________________

	Excellent	Good	Fair	Poor
A. Appearance Grooming Posture Dress Manners				
B. Communication Grammar Nonverbal behavior Presentation of ideas Clarity Eye contact				
C. Personality Attitude Motivation Enthusiasm Sense of humor Sincerity				
D. Maturity Responsibility Self-reliance Confidence Dependability				
E. Qualifications Academic preparation Work experience Position match Necessary skills Apparent competence				
F. Career Goals Sense of direction Interest in the job Knowledge of the company Knowledge of the position				

Probable action (Check one):

_____ Offer position _____ Hire with additional training _____ Not hire

JOB SEEKERS: FOLLOW-UP NEEDED AFTER INTERVIEW

Job opportunities often fizzle out for one very simple reason: Job hunters fail to follow up.

As a job hunter, when you begin to meet with contacts and interview with employers, it is very important to not let any possibilities slip through your fingers because you neglect to call back or write a thank-you note. You never know what small part of your search will help convince an employer that you are the right person for the job.

One of the simplest rules for getting ahead is acknowledging others' assistance and interest. Thanking others for favors or help, however small, is a must for anyone and especially for the job seeker.

From the time you begin your job search to the time you land a job, it is smart to be courteous and to thank all the people who helped you. Those people may include family, friends, clergy, business leaders, or interviewers. If your next-door neighbor put you in touch with an employer, then express your gratefulness.

A written thank-you note sent soon after a person has helped you is the best kind. Get it in the mail right away, not six days after talking with the person. A phone call may also be appropriate if you know the person well or if you have information or a follow-up question.

Many job hunters make the mistake of thinking that their chances of getting a job or their fate is totally in the employer's hands once the job interview has been completed. But you may be able to influence the outcome by what you do after the interview.

Sending a letter that expresses your interest in and enthusiasm for the job is the simplest response. Enthusiasm goes a long way and gives one a big advantage in today's competitive job market.

After you send your follow-up letter, at what point should you call to learn the status of the hiring decision? It depends basically on what was said during the interview. If the interviewer said a decision would be made in three weeks, do not call until after that time; otherwise you may be considered pushy or desperate.

If the employer does not tell you when a decision will be made or you forget to ask, it is appropriate to call a week or two later (after having sent the follow-up letter) to find out an approximate date for the decision. Employers, however, often do not know themselves when they will make a decision. In that case, call back in ten days or so.

When you do call, be polite and straightforward. You might ask "Is there any other information you need?" or "Is there anything else I should know at this stage of the decision-making process?"

Continued

Continued

Even if you decide that a particular job is not for you, it is still important to send a follow-up letter because a job you do want may open up in the future.

Keeping in touch with employers who did not have a job opening that was right for you may turn up another opportunity months down the road if you make the effort to follow up.

If you are not conducting an effective and thorough follow-up, your job search could turn into a foul-up. An employment resource center can help you in your follow-up as well as in all areas of your job search.

By B. Goyer, Director, MERC

CONCERN: **JOB SEARCH AND OBTAINMENT**

MODULE: **JOB OFFERS**

FACT 3.18

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. Evaluation of the Job Offer	a. Decide how you would make sure that you received a valid job offer if the following occurred: (1) You received an offer at the interview. (2) You received an offer during a phone conversation. (3) You received an offer in writing.
		b. Develop a checklist of criteria for accepting a job offer. Include factors such as working conditions, educational training, job responsibilities, promotion potential, company organization and reputation, supervisor style, salary and fringes, and safety.
		c. Given hypothetical job offers, evaluate them according to the developed checklist. Share your rationale for accepting or rejecting the offer.
GOALS VALUES FACTORS		d. Using the case study below, evaluate the importance of values, goals, and situational factors in making a job decision. (1) Robert just received a job offer. He was excited! The job required his skills and had a good salary and benefits. The only drawback was that he would be traveling two to three days each week, staying overnight at motels. He had two teenage sons that he was not sure he wanted to leave by themselves for that long each week. Robert knew that if he did well in the job for a couple years, he could probably be promoted to a job that required a lot less traveling.
	2. Letters	a. Determine when and under what conditions you would write a stall letter, letter rejecting a job offer, and a letter accepting a job offer.
		b. Identify the components of an acceptance letter.

PROCESS SKILLS | CONCEPTS | STRATEGIES

- *Job responsibilities*
- Salary and fringes
- Starting date
- Moving expenses

c. Using a sample position description, write the following letters:

(1) Letter stalling a decision
(2) Letter declining a job offer
(3) Letter accepting a job offer

3. Organizational Politics

a. Discuss what "taking on the personality of the organization" means. Using resources, define "organizational politics."

b. Decide how you would handle the following situations if you were a new employee:

(1) You possess a skill that no one else has in your work area. How would you use that advantage?
(2) You concentrate on organizational politics and fail to competently perform your job tasks. Now what do you do?
(3) You notice that when Freda, an administrative assistant, is sick or on vacation, the office is at a standstill. You do not know Freda well. What do you do?

c. Identify ways to fit into an organization. Review the "Becoming Part of the Company" (p.486). Discuss the implications of becoming part of the company for each person below.

(1) Sally does not talk to her coworkers. The first week on the job, they asked her to eat lunch with them, but she told them she already had other plans. Now they rarely talk to Sally.
(2) In his new job, Tom dressed in a tie, a dress shirt, and slacks. After his 60-day probation period was over and he had received very positive ratings, he started coming to work in knit shirts and corduroy pants.
(3) Jerry saw his boss several times a day in his first month on the job. However, lately it seems like Jerry rarely sees him. Jerry is concerned that his boss does not really know what he is doing.

BECOMING PART OF THE COMPANY

Directions: Read each statement. Use the column that is closest to your length of employment in your current job. For each statement, check a column if you agree that you do the action described.

	30 days	90 days	6 months	1 year
1. I maintain contact with influential persons.				
2. I maintain good relationships with my coworkers.				
3. I maintain a professional image.				
4. I am active in professional organizations.				
5. My give-and-take relationships are successful.				
6. I know the current power sources in the organization.				
7. I feel the working hours fit my personal life.				
8. I am happy with my wages and fringe benefits.				
9. My performance evaluations indicate creative career growth.				
10. I have successfully developed relationships with my superiors.				
11. My responsibilities still fit my job description.				
12. I am continually learning new information about the organization.				
13. I am able to identify the likes and the dislikes of the power sources in the organization.				
14. The quality of my work has consistently improved.				
15. I am taking actions to grow professionally.				
16. I am maintaining positive relationships with subordinates.				

CONCERN: EMPLOYEE RIGHTS AND RESPONSBILITIES

MODULE: EQUITY IN THE WORKPLACE

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Legislation	a. Interview individuals who worked in the 1930's, 1940's, about their work experiences. Ask questions similar to

(1) What jobs have you held? When did you hold them?
(2) What were the working conditions?
(3) What did people do when they were unhappy about som
(4) Which, if any, of your jobs were unionized?
(5) Were you ever involved in any strikes, grievances, bargaining to gain better working conditions?
(6) At the places you have worked, approximately how ma women performed the same duties? Did they receive and pay?
(7) Were you or any of your friends ever victims of any discrimination?
(8) In the area of workers' rights, what changes have y workplace, and how do you view these changes?

b. Review **"Overview of Labor Legislation"** (p.491). Ident that pertains to each statement below.

(1) (Boss to employee) "You will either go out with me another job tomorrow."
(2) "You are too old to work here."
(3) "Cleaning ladies are paid $3.35 per hour to start. workers make $7.00 per hour.
(4) "If you get pregnant, you will lose your job."
(5) "You are the most qualified candidate we have inte have ramps for wheelchairs."
(6) (Sign posted) "Wanted: Experienced welder in all Gas (MIG) or Tungtston Inert Gas (TIG) welding. P ancestry need not apply."
(7) "Sorry, we don't hire Catholics, and anyway we want

c. Debate how you would respond to each of the above statements if they had been said to you.

2. Handicapped Discrimination

a. Analyze the implications of the following statements:

(1) A DuPont Company study found that in safety and job performance, ratings of handicapped workers outranked those of individuals without disabilities.
(2) Once placed, a handicapped person doesn't jump from job to job, and therefore saves money for on-the-job training.
(3) Only about three percent of handicapped people in the U.S. between the ages of seventeen and sixty-four are employed.
(4) There are 5 million unemployed disabled people who are able to work.

PR

b. Using practical reasoning, decide what you would do if the following occurred:

(1) You observe a handicapped worker being hassled by the other coworkers.
(2) You had difficulty hearing instructions in the factory due to a hearing disability.
(3) You realized that a competent and respected handicapped coworker was passed by for a promotion.

3. Pregnancy Discrimination

a. Agree or disagree with the following statements. Justify your responses. Compare your answers to **"Pregnant Workers' Rights"** (p.493).

(1) An employer should be able to refuse to hire a female if she is pregnant at the time of the job offer.
(2) Employers should be required to hold a job for a woman on maternity leave if she is planning to return to work.
(3) If an employer gives temporarily disabled workers modified jobs or alternative assignments during their disability, they should do the same for pregnant workers.

b. Read **"Require Firms to Give Family Leave?"** (p.494). Debate the topic.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	4. Sexual Harassment	a. Complete "**Sexual Harassment Questionnaire**" (p.496). C with "**Sexual Harassment: Myths and Realities**" (p.497) b. Determine how sexual harassment hurts the victim and t c. Develop a list of suggestions on how to deal with sexu d. Analyze the alternatives and their consequences for Ro Roberta's values, goals, and situational factors. (1) Roberta just finished trucking school and obtained job. The men she worked with were friendly and op her when she needed help. Soon, the sexy talk got tried not to react but eventually told them to sto asked her out. She told him no. After that, it s started going wrong. She was written up for incon occasions, which she felt was unjustified. Robert was being harassed. She needed to work to support children. She didn't know what to do.
	5. Stereotyping and Race Discrimination	a. Using position announcements and other job openings li information for sex-role and race discrimination. Rev to be unbiased. b. Using practical reasoning, decide what should be done studies: (1) A male client enters an attorney's office and anno to the secretary. Assuming the attorney he will makes sexist remarks to both the secretary and the the room. He asks the female attorney to bring hi The attorney informs him that he has paid for her entered the room, and leaves to get coffee. (2) A well-qualified black dock supervisor is applying accounting department of the firm where he has wo During the job interview, several racist comments expressed by the interviewer. The job is finally

PR

college graduate who has not met the qualifications the company had listed for the position, but who did belong to the same college fraternity as some of the board members.

(3) Rosa was hired for a job at a local department store. In her first week on the job, she began talking with a male employee who was hired at the same time as she and had approximately the same work experience. Rosa found out that he was hired at a higher rate of pay.

(4) A 50-year-old woman applied for a receptionist job. The personnel interviewer told her, "If it were up to me, you're qualified for the job. But--off the record--the manager said to find a young woman. It's the public image, you know."

Discussion Questions

- What steps should each of these individuals take?
- To whom should they talk?
- What resources are available to each person?
- What are the alternatives and the effects of their consequences in each situation?
- What would working be like if everyone experienced a similar discrimination?

6. Grievance Procedures

a. Invite several personnel managers or affirmative action officers to discuss their company's policies and procedures for dealing with discrimination.

b. Debate when it is in the best interests of the victim to file a grievance. Discuss the situational factors affecting the appropriateness of filing a grievance. Decide how filing or not filing affects the victim, the victim's family, the workplace, and the community.

OVERVIEW OF LABOR LEGISLATION

1932	1935	1947	1959	1963	1964	1967	1972	1973	1978	1980
Norris LaGuardia Act	Wagner Act	Taft-Hartley Act	Landrum-Griffin Act	Equal Pay Act	Title VII of Civil Rights Act	Age Discrimination in Employment	Title IX of Education Amendments	Rehabilitation Act	Pregnancy Discrimination Act	Title VII Sexual Harassment Guidelines

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Norris-LaGuardia Act of 1932

- Restricted the federal courts from issuing injunctions in labor disputes
- Acknowledged the importance of full freedom for workers to organize labor unions
- Outlawed yellow-dog contracts

Wagner Act of 1935

- Guaranteed workers the right to organize themselves and to form, join, or assist labor organizations
- Guaranteed workers the right to bargain collectively through representatives of their own choosing
- Prohibited unfair labor practices by employers
- Created the National Labor Relations Board
- Was the first national antidiscrimination law concerning the employment relationship

Taft-Hartley Act of 1947

- Amended the Wagner Act to restrict some union activities
- Prohibited unfair labor union practices
- Guaranteed employees the right to not join or support unions
- Outlawed "closed shop," meaning a person no longer had to be a member of the union to get a job

Landrum-Griffin Act of 1959

- Guaranteed that unions could not discriminate against their members
- Guaranteed members certain rights as union members
- Provided for free and fair elections of union officers

Equal Pay Act of 1963

- Required female employees be paid the same as men doing substantially the same work

Title VII of the Civil Rights Act of 1964

- Is the cornerstone of all federal antidiscrimination legislation
- Prohibits any discrimination in employment made on the basis of race, color, sex, religion, or national origin by any employer, employment agency, or labor organization
- Amended in 1978 to prohibit discrimination on the basis of pregnancy, childbirth, or related conditions
- Amended to state that sexual harassment is an unlawful employment practice

Age Discrimination in Employment Act of 1967

- Prohibits employment discrimination on the basis of age against any person between the ages of forty and seventy
- Prohibits discrimination by federal contractors on the basis of race, color, religion, and national origin; the second order added "sex" to these categories

Title IX of the Education Amendments of 1972

- Forbids discrimination against students and employees in most educational institutions receiving federal financial assistance

Rehabilitation Act of 1973

- Assures that qualified handicapped individuals cannot be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity solely by reason of their handicap

Pregnancy Discrimination Act of 1978

- Amends Title VII to prohibit discrimination against women employees because of pregnancy, childbirth, or related medical conditions.
- Includes employment, promotion, termination, seniority rights, and fringe benefits

Title VII Sexual Harassment Guidelines, 1980

- Issued by the Equal Employment Opportunity Commission to prevent the sexual harassment of employees
- Holds employers responsible for the actions of their supervisors and for other employee actions if the employers knew or should have known about the sexual harassment

PREGNANT WORKERS' RIGHTS

The federal government's prohibition against sex discrimination was expanded in 1978 to include discrimination on the basis of pregnancy when Title VII of the Civil Rights Act of 1964 was amended by Public Law 95-555. In Ohio in 1979, Amended House Bill 19 was passed to end employment discrimination on the basis of pregnancy.

The law does not require an employer to give women affected by pregnancy, childbirth, or related medical conditions preferential treatment, or to treat pregnant women differently from other employees "not so affected but similar in their ability or inability to work," for all employment-related purposes. The law does prohibit their discriminatory treatment in the following ways:

- An employer may not refuse to hire an applicant because she is pregnant or plans on becoming pregnant so long as she can perform the major functions of the job. Similarly, she cannot be refused the job because of the preferences of coworkers, customers, and clients against pregnant employees.

- An employer cannot force a pregnant worker on mandatory leave MERELY BECAUSE SHE IS PREGNANT if she is willing and able to do her job.

- An employer cannot have special procedures for pregnant women that differ from all other temporarily disabled workers to determine the employee's ability to perform functions of job, the criteria for placing the employee on sick leave, the DOCUMENTATION OF DISABILITY given to employers during absence, the accrual and crediting of seniority, and the length of leave.

- An employer cannot refuse to hold open a job for a worker on leave because of pregnancy-related conditions, if an employer holds open a job for other disabled workers, unless an employer is informed that a pregnant worker will not be coming back to work.

- An employer cannot deny a pregnant worker MODIFIED JOB TASKS OR ALTERNATIVE ASSIGNMENTS OR OTHER ACCOMMODATIONS if such ACCOMMODATIONS are given to other temporarily disabled workers.

- An all-inclusive or comprehensive benefit plan may not exclude individuals due to pregnancy, childbirth, and other related medical conditions.

REQUIRE FIRMS TO GIVE "FAMILY LEAVE"?

PRO

Interview with Sally Orr, Director of Public Policy,
Association of Junior Leagues

Q: Ms. Orr, why do you favor legislation now before Congress that would entitle workers to take up to 18 weeks of "family leave" in connection with the birth or adoption of a child?

The Association of Junior Leagues sees this as a policy that is long overdue. The U.S. is the only major industrialized nation that does not guarantee parents--primarily mothers in most countries--time off to be with their children. Almost half of American women with children under one year old are now in the work force and yet currently only about 40 percent of American women receive some type of benefit at childbirth.

The legislation we support would require employers with 15 or more employees to provide both mothers and fathers alike with a job-guaranteed leave of up to 18 weeks over a two-year period in connection with the birth or adoption of a child if the worker wants it. Salary payments wouldn't be mandatory during such leave, but any health-insurance coverage would have to be continued.

Q: Why should men as well as women be entitled to such leave?

It is extremely important that both parents have this opportunity. And for fathers to become more involved in parenting they need to learn parenting skills and they need social support from institutions. The majority of men, it is true, are not ready to take long-term leave for this purpose, but a growing minority want it and are willing to fight for it. It is important to realize that nobody would have to take this leave. It would be an individual decision.

Q: Wouldn't it be quite a burden on some companies to provide this much leave?

One thing to remember is that most families do not have more than two children over a 10-year or 40-year working period. Also, such policies actually help productivity because a happy employee is a good employee. As it is, studies have shown that many workers now take a considerable number of sick days which they use for their children. And poor child-care arrangements can result in workers' being distracted and calling home several times a day to check on the child-care provider. Many businesses are learning that good policies make for satisfied long-term employees--and prevent the loss of workers that they have spent time and money training.

Q: Is it equitable to provide married people with a benefit that isn't available to single people?

First, I would like to point out that this leave would be available to all parents, married or single. Furthermore, all people, regardless of parenthood, should recognize that our children are our future. The children of today are going to pay the Social Security for the retirees of the next generation. If we want a strong, healthy nation, we must have strong, healthy families--and that includes taking care of our children.

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CON

Interview with Randolph Hale, Vice President of Industrial Relations, National Association of Manufacturers

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Q: Mr. Hale, why do you oppose legislation that would require employers to give mothers and fathers leaves of absence for the birth of a child?

Such leave is a good practice where companies can afford to offer it voluntarily and employees want it. But we opposed the legislation because it would also apply to companies that can't afford to give such leave. We have to ask how would this affect the ability of the United States to compete with the rest of the world.

Q: You noted that many companies offer such leave already. Does that suggest that it may be more feasible than some executives think it is?

Not nationally and not for all companies. The Conference Board did a survey that indicated that something like 2,300 companies offer maternity leave--a fourfold increase since 1982. But let's take the case of a small company with, say, 50 or 60 employees. You might have a research staff of three people, a sales staff of maybe four people. The absence of one person makes a big difference--and you can't go out and hire somebody for 18 weeks. Aside from size, there is the problem of a company's economic health. Some large companies are having hard times.

Q Still, don't all employers, large and small, have to come to terms with the fact of life that more mothers are in the work force and are going to stay there?

Sure, and they are doing that in various ways. Some use alternatives or supplements to maternity leave such as flexible workweeks or flexible benefits, which enable workers to accommodate their needs by, let's say, opting for a day-care benefit in return for reduced life insurance or choosing more disability benefits and less dental coverage. These take into account the equity of maternity leave as it is perceived by single workers who are not eligible for it.

Q: Hasn't it been shown that productivity and loyalty rise when maternity and paternity benefits are offered?

I don't have any data on hand that either support or reject that conclusion.

I do know that employees are very happy with flexible benefits, that they are perceived as equitable for the individual, and productivity probably does increase. The same is true of the flexible workweek.

I think the key for any benefit is how much employees want it. If employees want a benefit, companies in an area will have to offer it to stay competitive in attracting good people. But the point is that such benefits should be set by each company and by the marketplace, and not mandated for all companies whether large or small, whether in good economic health or poor.

Source: U.S. News & World Report, July 28, 1986, page 63.

SEXUAL HARASSMENT QUESTIONNAIRE

Directions: Read each statement. Decide if the statement is true or false and check the appropriate column.

TRUE FALSE

______ ______ 1. Sexual harassment is not a serious social problem and it affects only a few women.

______ ______ 2. If women don't speak up about sexual harassment, then it's not happening.

______ ______ 3. Women invite sexual harassment by their behavior and/or dress.

______ ______ 4. Only women in certain occupations are likely to be sexually harassed.

______ ______ 5. Black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by harassment.

______ ______ 6. It is harmless to harass women verbally or to pinch or pat them. Women who object have no sense of humor.

______ ______ 7. A firm "no" is enough to discourage any man's sexual advances.

______ ______ 8. Women who remain in a job where they are sexually harassed are masochistic.

______ ______ 9. Only bosses are in a position to harass women at the workplace.

______ ______ 10. If women can't handle the pressure of the working world, they should stay home.

______ ______ 11. Women make false charges of sexual harassment.

______ ______ 12. Women sleep their way to "the top" and other positions of power in the work force.

______ ______ 13. Only certain men harass women at work.

______ ______ 14. There are adequate procedures to take care of men who seriously assault or threaten women at work.

SEXUAL HARASSMENT: MYTHS AND REALITIES

An elaborate series of myths support all forms of violence against women. These myths, often based on false assumptions about men's and women's "natural" biological makeup, ensure that women who encounter violence against themselves feel guilty rather than violated. Women are therefore less likely to speak up or to take action to eliminate harassment. The following myths, reflecting current attitudes, serve in particular to perpetuate sexual harassment.

1. MYTH: Sexual harassment is not a serious social problem and it affects only a few women.
   REALITY: In a 1976 survey in Redbook Magazine, 88 percent of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job.
   REALITY: Women suffer from sexual harassment regardless of their appearance, age, race, marital status, occupation, or socioeconomic class.

2. MYTH: If women don't speak up about sexual harassment, then it's not happening.
   REALITY: Women don't report sexual harassment because they feel isolated, guilty, or scared of losing their jobs.
   REALITY: We can begin to eliminate sexual harassment at the workplace only when we share and understand our experiences. If we remain silent, workplace harassment will continue to be seen as a personal problem rather than as a social issue. These two myths will operate until so many women speak up about sexual harassment that our society can no longer pretend it doesn't happen.

3. MYTH: Women invite sexual harassment by their behavior and/or dress.
   REALITY: As with rape, sexual harassment is not a sexually motivated act. It is an assertion of hostility and/or power expressed in a sexual manner. Sexual harassment is not women's fault in any way.
   REALITY: Often women are expected to act or dress seductively both to get and keep their jobs.

4. MYTH: Only women in certain occupations are likely to be sexually harassed.
   REALITY: Waitresses, flight attendants, and secretaries are not the only victims of sexual harassment. Women who work in factories, at professional jobs--and all kinds of jobs--consistently report this problem. Students, clients of professionals (e.g., doctors, dentists, therapists), domestic workers, and babysitters also suffer sexual harassment and abuse.

5. MYTH: Black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by harassment.
   MYTH: Asian women are more submissive than other women and would be less likely to be offended by sexual harassment.

Continued

Continued

REALITY: These are patently racist assumptions, and constitute another example of blaming the victim rather than the harasser.

6. MYTH: It is harmless to harass women verbally or to pinch or pat them. Women who object have no sense of humor.

REALITY: Harassment is humiliating and degrading. It undermines a women's school or work performance--and often threatens her education or economic livelihood. Women victimized by sexual harassment suffer emotionally and physically. Women should not be prepared to endure degradation with a smile.

7. MYTH: A firm no is enough to discourage any man's sexual advances.

REALITY: Because people believe women say no when they really mean yes, men often dismiss women's resistance. Men's greater physical, economic, and social power enables them to override the firmest no. It should not be women's responsibility to ensure that sexual harassment doesn't happen.

8. MYTH: Women who remain in a job where they are sexually harassed are masochistic.

REALITY: Women's lower socioeconomic position in the U.S. means that many are unable to quit their jobs or find new employment.

9. MYTH: Only bosses are in a position to harass women at the workplace.

REALITY: Coworkers and clients can also harass women at the workplace. Clients threaten to withdraw their business. Coworkers make work intolerable. Both complain to the boss--or already have the boss's support.

10. MYTH: If women can't handle the pressure of the working world, they should stay home.

REALITY: Women work out of economic necessity. Staying home is not an option for most working women. Nor--as we know from current publicity on wife abuse--is staying home a protection against sexual harassment.

11. MYTH: Women make false charges of sexual harassment.

REALITY: Women who speak out against harassment meet with negative reactions, ranging from disbelief and ridicule to loss of job. Women have little to gain from false charges.

12. MYTH: Women sleep their way to "the top" and other positions of power in the work force.

Continued

Continued

REALITY: Very few women hold positions of power. In those isolated cases where women have tried to engage in sexual activity to gain promotions, evidence shows that it ultimately works against their advancement. This myth works against a woman who gives in to sexual pressure, because she is mistrusted by fellow workers.

13. MYTH: Only certain men harass women at work.
REALITY: All types of men, in all occupations--whether or not they hold positions of power--have been reported as harassers.

14. MYTH: There are adequate procedures to take care of men who seriously assault or threaten women at work.
REALITY: Society continues to view sexual harassment with a double standard. While the sexual harassers are tolerated--"boys will be boys"--the women victims bear the brunt of the blame. Personnel managers, union representatives, human rights agencies, courts, and legislators reflect these discriminatory attitudes. Women who seek assistance from these sources to stop sexual harassment are frequently placing themselves at risk of humiliating indifference, ridicule, or even further sexual insinuation and harassment. Nevertheless, it is important to use these channels where possible.

SOURCE: Alliance Against Sexual Coercion, 1979.

PROCESS SKILLS | CONCEPTS | STRATEGIES

PROBLEM

1. Salary Negotiations

a. Pretend you are an employer. For each employee below, indicate whether or not you are willing to negotiate the initial salary.

(1) An entry-level employee with no work history
(2) An employee with three years' experience with your major competitor
(3) An employee who has been out of work for six months
(4) An employee with fifteen years' experience related to the position
(5) An employee who is a relative

For the employees with whom you are willing to negotiate salary, give the maximum percentage or dollar figure you are willing to offer. For the employees with whom you are not willing to negotiate salary, list other possible negotiation considerations, such as free parking, a raise after a probation period, and supplemental training reimbursement.

b. Review **"Discussing Salary"** (p. 503). For each guideline, cite examples in addition to the ones given.

c. Role-play an employer and an employee negotiating salary. Identify the values goals, and factors that enter into the negotiation.

d. Define collective bargaining (Representatives of labor meeting with representatives of management to draw up a contract that determines working conditions, hours, pay, and fringe benefits). Role-play **"Collective Bargaining Simulation"** (p. 505).

2. Salary Payment

a. Identify various time frames in which an employee is paid, such as monthly, biweekly, weekly, or at other intervals as dictated by commission. Describe how each method affects the following:

(1) Taxes
(2) Personal Budget
(3) Self-esteem
(4) Family
(5) Employer

b. Decide which method of payment suits your needs. Determine the alternative methods and their consequences. Consider what is best for you, your family, and your employer.

c. Define the following terms found on a paycheck. Using collected paychecks, interpret the terms.

(1) Pay period ending
(2) Hours
(3) Gross earnings
(4) Net earnings
(5) Deductions
(6) Federal
(7) State
(8) Local
(9) F.I.C.A.
(10) Year-to-date earnings
(11) Year-to-date taxes

3. Salary Raises

a. Conduct a survey of local employers to determine the percentage of salary raises for various levels of employees. Compare the raises with projected inflation and cost-of-living increases.

b. Complete **"This is Your Raise"** (p.507). Discuss the effects of compensation on the motivational level of employees.

Discussion Questions

- Which employees received the highest percentage raise? The least percentage?
- What factors did you consider in making your decisions?
- How did your values affect your decisions?
- Would you have made different decisions if you knew that no raises would be

given next year? That two of the employees were relatives of the company president?

- What would be the consequences if you gave every employee the same raise?
- Why does compensation affect an employee's motivation?

c. Use practical reasoning to decide if salary raises should be given based on merit or on seniority.

DISCUSSING SALARY

Discussing salary in a job interview can be difficult—particularly when the starting wage has not been advertised or mentioned previously. Naturally, you want as much money as you can possibly get. On the other hand, you don't want to appear greedy and lose your chance at getting hired.

So, what is the best approach? Because each interview situation is different, there are no absolute answers. But there are some general guidelines that you should know and follow. Read over the information listed below, before you interview.

1. RESEARCH THE SALARY IN ADVANCE.

   Before you go to the interview, try to find out what the average salary range is for that specific type of work. Wage information may be available through the following sources: job service staff, the reference section of the library, temporary placement agencies, trade associations, or individuals you know who work at similar jobs. Salaries will, of course, vary from company to company—but it's helpful to have some idea of what the job generally pays before you attempt to discuss salary with the employer.

2. DO NOT BRING UP THE SUBJECT OF YOUR SALARY NEEDS UNTIL YOU ARE OFFERED THE JOB.

   There are many benefits to a job other than the salary such as opportunities for advancement and training, medical insurance, pleasant working conditions, convenient hours, and fringe benefits. Wait until you find out about those things and are offered the job, before you discuss salary.

3. IF THE EMPLOYER ASKS YOU ABOUT THE MINIMUM SALARY THAT YOU WILL ACCEPT, DON'T GIVE AN EXACT DOLLAR AMOUNT.

   Regardless of what you say, you will probably be too high or too low. If your figure is too high, the employer may assume you won't accept the job and, therefore, won't offer you the position. If you are too low, you may get hired, but at a much lower salary than you could have gotten. This mistake could cost you hundreds of dollars!

Here are some suggestions for answering questions about salary:

> "I'm really interested in long-term growth and advancement. Right now, I'd be willing to accept whatever your company normally pays people in this particular job."
>
> "I don't have a specific amount in mind. I'm primarily interested in a career with your company, not just a job."
>
> "You seem to be a fair person and I feel like we have a good match here--make me an offer!"

Continued

Continued

4. IF POSSIBLE, ALWAYS LET THE INTERVIEWER BRING UP THE SUBJECT OF SALARY.

   If you mention wages before the interviewer does, you may give the impression that you only care about the money--not the job. So your best bet is to wait and let the interviewer bring up the topic of salary. There is an exception to this rule, however. If the interview is coming to a close and wages have not been discussed, you might say:

   "I really feel that I could do an outstanding job for you. Do you have a particular salary in mind for me?"

   OR

   "I would really like to work for your company. I hope you will make me an offer."

   If the interviewer answers with a figure, just nod your head and let him or her go on. He or she might be offering you the job. Make sure one way or another before you say anything.

5. IF THE EMPLOYER OFFERS YOU A SALARY THAT YOU FEEL IS TOO LOW, DON'T IMMEDIATELY REFUSE THE JOB.

   Try to negotiate. If you agree to start at this rate of pay, can you be guaranteed a raise after your training period, or after you've proven yourself? (Set a specific time period.) Or, can the company provide you with free parking or some other benefit to offset the lower pay?

   Even if you don't reach an agreement, give the employer (and yourself) some time to reconsider. The interviewer may need to check with his or her boss before the offer can be increased. The best approach is to say that you want to think it over and get back with your answer in the morning. If you did well in the interview, the employer may decide to offer you more money. In any case, don't make your decision on the spot--think it over carefully!

Source: Ohio Bureau of Employment Services, January 1986.

COLLECTIVE BARGAINING SIMULATION

Directions: Divide into two groups of about six people each. One group will be management. The other group will represent the union. Separate the groups so that they can go over the background information and the present contract to form strategies for bargaining for a new contract.

Background Information

Less than a fourth of the nation's work force belongs to unions, yet America's labor unions play a major role in the lives of all Americans.

If you are a member of a union or if you work in a company in which a union is active, labor unions have an even greater impact on your day-to-day life. In certain industries, unions determine where you work, how long you work, what you can do, what you are paid, and more.

Determination of working conditions, hours, pay, and fringe benefits are arrived at by a process called collective bargaining. That is, representatives of labor meet with representatives of management and they draw up a contract.

The contract is usually an agreement that both sides (labor and management) agree to. If an agreement cannot be reached, each side has certain weapons that they can use.

Labor can strike. A strike is a temporary stoppage of work by a group of employees to express a grievance, enforce a demand for changes in the conditions of employment, obtain recognition, or resolve a dispute with management.

Management can have a lockout. A lockout is the temporary closing of a business to bring economic pressure on a union to accept the employer's terms.

On the next page is the present contract of the SAS Corporation. Since the contract is due to expire, labor and management representatives should start collective bargaining through direct negotiation for a new agreement.

Before bargaining begins, you should study the present contract and make plans on the proposals you will bring to the table (present to the other side).

Present Contract at the SAS Corporation

1. Wages per hour: Base pay $5.50, maximum pay $7.00
2. Overtime pay: Workers are paid one and a half times their regular rate for hours worked beyond 40 hours per week; workers are paid twice their regular rate for hours worked on Sundays and holidays.
3. Regular workweek: 40 hours (8 hours daily, Monday through Friday).
4. Job security: Workers with the longest number of years on the job will be given preference in layoffs.
5. Paid holidays: New Years, Fourth of July, Labor Day, Thanksgiving Day, Christmas.
6. Medical Insurance: 50 percent paid by management, 50 percent paid by labor
7. Paid sick days, personal days: None
8. Paid vacations:
   One year to 5 years with the company: 1 week
   Six years to ten years: 2 weeks,
   Over 10 years: 3 weeks
9. Other Items:

New Contract at the SAS Corporation

1. Wages per hour: ____________________
2. Overtime pay: ____________________
3. Regular workweek: ____________________
4. Job security: ____________________
5. Paid holidays: ____________________
6. Medical Insurance: ____________________
7. Paid sick days, personal days: ____________________
8. Paid vacations: ____________________
9. Other Items: ____________________

Source: Kenneth Smith, Competency Curriculum Guide, Jobs for America's Graduates, Inc. (Washington, D.C., 1985), D. 24. 3 pp. 1-2.

THIS IS YOUR RAISE

Directions: You are to make salary increase recommendations for eight workers you supervise. They have just completed their first year with the company and are now to be considered for their first annual raise. There are no formal company restrictions on the kinds of raises you can give. You will be setting precedents and need to keep salary costs down. Indicate the size of the raise that you would like to give each worker by writing the percentage increase next to their names.

_____% JESSE McWILLIAMS: Jesse is not a good worker from what you have observed. Other managers also do not feel that he is effective. However, you happen to know he has one of the toughest work assignments. The work is dirty and hard. If you lose him, you are not sure who you could find to replace him.

_____% MAC YODER: Mac is single and seems to live the life of a carefree bachelor. In general, you feel that he does not work up to his skills and ability. Some of his "goofs" are well known to his fellow employees.

_____% OREN FOGLE: You consider Oren to be one of your best workers. However, it is quite apparent that other people don't consider him to be effective. Oren has married a rich wife, and as far as you know he doesn't need additional money.

_____% FRANK TILLETT: You happen to know from your personal relationship with "Tillett" that he badly needs more money because of certain problems he is having. You also think he is one of your best workers. However, you have heard other workers make joking remarks about Frank's performance. You don't think the other workers like him as much as you do.

_____% ELLIE FORD: Ellie has been very successful so far in the tasks she has undertaken. You are particularly impressed by this, since she has a hard job. She needs money more than many of the other people, and you are sure that they also respect her because of her good performance.

_____% TERRY SHACKLE: Terry has turned out to be a very pleasant surprise to you. He has done an excellent job and it is generally accepted among the others that he is one of the best people. This surprises you because he is generally frivolous and doesn't seem to care very much about money and promotion.

_____% LONA DAVIS: Your opinion is that Lona just isn't cutting the mustard. Surprisingly enough, however, when you check with others to see how they feel about her, you discover that her work is very highly regarded. You also know that she badly needs a raise. She was just recently widowed and is finding it extremely difficult to support her young family of four.

_____% AMY MOORE: You know Amy personally and she just seems to waste her work time. She has a fairly easy job assignment and your view is that she doesn't do it particularly well. You are, therefore, quite surprised to find that several of the other workers think that she is the best of the new group.

fCONCERN: EMPLOYEE RIGHTS AND RESPONSIBILITIES

MODULE: FRINGE BENEFITS

FACT 3.23

PROCESS SKILLS | CONCEPTS | STRATEGIES

1. Fringe Benefits

a. Divide into two groups. One group will represent the employer and the other group will represent the employee. List benefits that you think you can give (if you are the employer) and those that you would like to receive (if you are the employee). These are commonly called "fringe" benefits.

Examples of Benefits Employer Can Give	Examples of Benefits Employee Would Like to Receive
(1) 2 to 4 weeks paid vacation	(1) Paid vacation
(2) Hospitalization (full)	(2) Paid sick leave
(3) Dental insurance (partial)	(3) Paid personal leave (5 days/year)
(4) Prescription insurance	(4) Hospitalization
(5) Company car	(5) Dental insurance (full)
(6) Expense account (all expenses paid, no questions asked)	(6) Prescription insurance
	(7) Picnic at an Amusement Park
(7) Bonus of turkey at Thanksgiving	(8) Christmas party

b. Rank each list of benefits according to their importance and benefit to you and your family.

Discussion Questions

- What benefits would be the most important for you? Your family?
- What benefits would be the least beneficial for you? Your family?

2. Unions

a. Compile a list of the participants' first and second job choices. Determine which jobs are covered by unions and which are not covered.

b. Define the terms listed below. Interview union workers regarding union membership, fees, wages scales, benefits package, training, and dispatch systems.

(1) Apprentice: A person who is learning a particular trade or craft;

works under the direct supervision of a trained craftsworker called a journeyworker.

(2) Journeyworker: A person who is certified as having completed the necessary training and can work without supervision.

(3) Initiation fee: An initial payment made upon joining the union.

(4) Monthly dues: A fee paid every month to the union. (The initiation fee and monthly dues support union organizations for ongoing negotiation and job-protection activities.)

(5) Benefits package: Those additional benefits that the union negotiates for its members, for example, paid vacation and sick leave, medical care, and retirement income.

(6) Dispatch system: How union members are selected for jobs. (This system does not apply with all unions.)

(Verheydenhilliard p. 543)

3. Costs of Benefits to Employer and Employee

a. Invite a personnel manager to discuss different benefits and how the benefits become part of the total benefits package. Discuss the costs of the benefits to the employer and the employee.

b. Debate whether an employee should receive a set benefits package or a "cafeteria style" benefits package.

c. Answer the questions below in relation to an employment situation. Describe how the benefits will affect the rest of the community. Identify any "hidden" factors.

Employer	Employee
(1) What are the costs of the benefits?	(1) Can I take my spouse along on my business trips?
(2) Can I afford to offer them?	(2) Do I need the benefits or would I rather have the money?
(3) Can I afford not to offer them?	(3) Am I happy with what I'm doing?
(4) Who gets what? (Paid vacation with the same length for everyone or determined by seniority.)	(4) Is the low salary and job

(5) Do the benefits I give make me attractive to a certain age or sex?
(6) Who gets a company car and who receives mileage cotst?
(7) Do I give bonuses, incentive of merit raises, or profit sharing?
(8) Can I afford to offer some or all of these?
(9) Do men and women receive the same benefits?
(10) Do I pay relocating and moving costs?

security worth all of the "extras?"
(5) Is there a pension plan and how good is it compared with what I can get somewhere else?
(6) Are babysitting services offered?
(7) Are there physical fitness facilities
(8) How do they feel about using the company car for personal use--or do I have to leave it at the garage all night?
(9) If I work at a restaurant, can I eat anything I want?

d. Read "What Women Should Know About Social Security" (p. 512), "Women and Social Security" (p. 514), and "Women and Pensions" (p. 517). Consider what information you need to determine if you are entitled to Social Security. Interview five people in different employment situations. Include the questions below.

(1) What do you have as tangible and intangible benefits?
(2) Are you satisfied with your choices--if so, why? If not, why not?
(3) Who would or should be responsible for offering fringe benefits?
(4) Who can change or request more fringe benefits?
(5) Do the fringe benefits remain the same after you retire?
(6) Would the fringe benefits continue if someone else bought the company?
(7) Which benefits help only the worker and which benefit the entire family?
(8) What do you do when fringe benefits like hospitalization aren't offered?
(9) How many dollars taken out of your wages are "unseen" dollars that must be paid by the employer for all the "fringes?"
(10) How has the presence or absence of these fringe benefits affected your outlook on life? Your family's? That of the society in which we live?

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4. Effects of Fringe Benefits

a. Decide what Mary should do by using practical reasoning.

(1) Mary has been offered a job at a local department store. The job pays minimum wage and includes 20-30 hours of employment per week. Mary is now receiving public assistance. Although she wants to work, she is worried because of the following factors:

(a) The job does not include health care benefits.
(b) She is a single parent with two children who have health problems.
(c) Arranging affordable child care may be difficult.
(d) Her public assistance reporting will be more complicated, and possibly terminated.
(e) Her car is not dependable.
(f) She had hoped to go to school or to locate better employment.
(g) She believes that if she refuses employment, public assistance may be terminated.

Discussion Questions

- What information does Mary need to obtain?
- Where can she get the information she needs?
- How would Mary's situation improve if she accepts the employment described above? Worsen?

PR

b. Referring to **"Fits and Rural"** (p.520), use the practical reasoning process to determine which situation you would prefer.

Source: M. E. Verheydenhilliard, Women in Nontraditional Careers Curriculum, Women's Bureau (Washington, D.C.: U.S. Department of Labor, 1984)

WHAT WOMEN SHOULD KNOW ABOUT SOCIAL SECURITY

Although gender distinctions have virtually been eliminated from the Social Security law, there are still some rules that women need to be especially aware of in order to protect their rights under Social Security as workers, widows, mothers, and spouses.

Social Security provides benefits to the spouse and children of a retired, disabled, or deceased worker. The annual earnings test in the law limits the amount of earnings a person can have while receiving Social Security benefits. Since more men, with generally higher earnings, are excluded from benefits by the earnings test than women, there are many more wives, mothers, and widows on the Social Security rolls than there are husbands, fathers, and widowers.

This situation is slowly changing. Recent studies show that about 60 percent of married women who retire are insured for benefits as workers in their own right. Thirty years ago, most women were eligible to receive benefits only as dependents of their spouses.

As a worker, a woman may become eligible for retirement benefits at 62. If she stops work before she earns enough Social Security credits, no benefits will be payable on her own Social Security record. However, the credits she earns stay on her record so she can always go back to work and accumulate the necessary credits for benefits. The amount of credit she needs for disability benefits ranges from at least five out of the last ten years at age 31 and older, down to as little as one and a half years during the last three years if disabled before age 24. She will need credit for at least ten years of work to gain retirement benefits if she reaches 62 before then.

A wife can receive a benefit at any age if she is caring for the worker's child who is under 16 or is disabled and entitled to benefits. Otherwise, she may receive benefits at 61 when her husband retires or becomes disabled. A wife's benefit amounts to 50 percent of the worker's benefit if she gets benefits at 65; less if she gets benefits earlier.

A widow can get a widow's benefit at any age if she is caring for the worker's child who is under 16, or disabled and entitled to benefits. Otherwise, she can receive a widow's benefit at 60. Widow's benefits range from 71 1/2 percent of the deceased husband's benefit if they begin at age 60, to 100 percent if they begin at age 65. If she becomes disabled, she can get widow's benefits as early as 50 (71 1/2 percent of the deceased worker's benefit).

Ordinarily a widow loses her Social Security rights when she remarries. But, benefits may continue without reduction for a widow who remarries after 60, or a disabled widow who remarries after 50.

A divorcee is entitled to the same benefits she would be entitled to as a wife or widow if the marriage lasted ten years or more immediately prior to

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her divorce from the worker. This is true even if the worker has remarried. She may lose those rights if she remarries.

She can receive benefits when her ex-husband starts collecting retirement or disability payments if she is (1) unmarried, (2) 62 or older, (3) not entitled to a retirement or disability benefit based on her own earnings that equals or exceeds one half of the worker's full amount, and (4) was married to her ex-husband at least ten years. Even if her ex-husband is not actually receiving benefits, she can get retirement payments at age 62 provided her ex-husband is eligible for benefits and she has been divorced from the worker for at least two years.

A woman should also be familiar with the government pension offset if she gets a pension based on work in public employment not covered by Social Security and expects to get a Social Security benefit as the wife or widow of a worker covered by Social Security. The Social Security benefit payable may be reduced. There are a number of exceptions to this rule, and a woman can get more information if she applies. The leaflet "**Government pension offset--How it may affect you**" is available at any Social Security office.

The leaflet "**A Woman's Guide to Social Security**" contains more information of interest to women. It is available at any Social Security office.

Again, all of the above rules are the same for men as workers, spouses, widowers, and divorced husbands.

Source: "Social Security Information Items," March 1987, p. 3.

WOMEN AND SOCIAL SECURITY

What does it provide?

Social Security provides benefits in four ways:

1. Partial replacement of wages for eligible retired workers and their dependents.
2. Disability coverage for those eligible persons who are unable to work because of terminal illness, disability, or illness expected to last for more than a year.
3. Medicare health insurance for eligible individuals and their spouses at age 65 and for those who are younger and also disabled for two years or more.
4. Survivors' benefits for eligible widows in the event of the death of the covered worker. It provides continued payments to dependent survivors. It also provides $255 lump-sum payment to help defray funeral expenses. This payment is made only once, for the husband or wife, depending on who dies first.

How do I become eligible?

During your working years, you and your employer pay equal amounts in Social Security taxes. When you retire, you and your dependent spouse receive monthly payments based upon your past earning. A dependent spouse is entitled to 50% of your retirement payments. This is in addition to what you receive. If you should die, your dependent spouse will continue to receive payments.

It takes approximately 40 quarters, or 10 years, of covered employment (includes most jobs) for a person to become eligible to collect benefits. They do not have to be consecutive years or quarters. For those who were born before 1929, the number of years needed is less. Check with your local Social Security office.

How are payments determined?

Benefits are averaged over a lifetime of earnings, with only a few of the lowest years excluded. A woman who has spent a considerable part of her adult years as a homemaker could find that years of no income are averaged into her total when benefits are computed.

When can I collect?

"Normal" retirement age is considered to be age 65. Your monthly payments will be reduced or increased if you should retire sooner or later than that age. You may retire as early as age 62. If you do, your payments will be reduced by 20%. If you begin collecting reduced benefits, your payments will not be increased once you reach age 65. If you decide to retire after age 65, you will receive a 3% increase in monthly benefits for each year you wait until age 72.

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What happens to the money?

Social Security taxes are pooled and used to provide monthly payments to those who are currently eligible to collect benefits. Later, when today's workforce becomes eligible for benefits, payments to them will be provided through taxes paid by those who are still working.

What are some of the problems?

Financial dependents of a marriage, usually women, can collect either on their earnings record or on the record of their spouse, whichever will yield the higher benefit. Since women generally earn significantly less than men during their worklives, the "spouse benefit" of 50% of the amount her husband is entitled to is usually higher than the amount she would be entitled to under her own earnings credit. Therefore, she would have paid into the system for years, but would receive no greater Social Security benefits than if she had never worked.

Only paid work is covered in computing entitlement to Social Security payments. Those who work in the home exclusively or work doing volunteer community work do not accumulate "credits" to be collected when they retire, even though their work provided valuable services to the family unit and the community.

Long averaging periods result in lower average earnings for women, compared to men, since women normally spend less time in the workforce and work for lower wages. Only a few of the lowest years of earnings are excluded when average earnings are computed. Women who spend several years taking care of child-rearing responsibilities may have years of 0 earnings averaged in their total.

You could be 65 and still not be able to collect. A dependent spouse or divorcee cannot collect retirement benefits until the covered earner retires, no matter what her age. If a woman was married to a younger man and had no Social Security credits in her own name, she could not collect on her husband's record until he retires.

The earnings test discourages working. Many retired women depend on Social Security as their chief means of support. Despite the fact that these payments are inadequate, the Social Security law acts as a disincentive for them to supplement their income. Under the "earnings test," a person aged 62-64 who earns over $4,440 and a person aged 65-72 who earns more than $6,000 per year must give back one dollar for each two dollars earned over that amount. This earnings test does not apply to income derived from savings and investments.

SPECIAL NOTE: CHECK YOUR SOCIAL SECURITY WAGE RECORD.

It is a good idea to check your Social Security earnings periodically. (This is particularly important if you have a history of intermitted

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employment.) In 1979, the Social Security Administration reported that it could not credit nearly $69 billion in wages to correct accounts. This is mainly due to identification problems. An employer may not have reported earnings or they may have been reported incorrectly. Errors can be corrected for the previous three years and three months. For corrections that occurred earlier than that, you will need proof of wages paid.

You can obtain a "request for Statement of Earnings," Form SSA-L137, from any Social Security office.

TYPE I - EARNINGS, PERIOD OF EMPLOYMENT OR SELF-EMPLOYMENT (Includes names and addresses of reporting employers.)

TYPE II - YEARLY TOTALS ONLY (Does not include names and addresses of reporting employers.)

REQUEST FOR DETAILED EARNINGS INFORMATION

Name ______________________________

SOCIAL SECURITY NUMBER ____________________

Social Security Administration
Office of Central Records Operations

Baltimore, Maryland 21235

DATE OF BIRTH Month Day Year ______________

Please send the information for the block(s) checked below to the following address:

Mr.
Miss ____
Mrs. (Name and address to whom the information is to be sent)
____

Type I for the Calendar quarter(s) and/or year(s)__________through_______
Type II for the calendar year(s)________________through________________

If information from your record is being sent to someone else, there usually is a charge. Please show the name and address of the party to whom the bill should be sent, if different from that shown above:_____________________________
____
____

Sign your name here (do not print)__________________Date________________________

WARNING: This signature must be that of the person whose social security number is shown above. Any false representation to obtain information from social security records is punishable by a fine of not more than $5,000 or one year in prison.

Source: E. Cassidy, Career and Life Planning Guide for Working Women (Cleveland, OH: Working Women Education Fund, 1983), pp. 97-99.

WOMEN AND PENSIONS

What do they provide?

Pensions plans provide retirement income to workers who are fully vested in a plan. Payments are typically made for life. Some plans also provide benefits for a specified period of years or in a lump sum at the time you retire. To avoid full, immediate taxation, this lump sum may be re-invested (rolled over) into an annuity. You then receive monthly payments. Shop around for the best rate of interest.

What does being "vested" mean?

You are not eligible to collect benefits unless you are vested in a plan. Fully vested means you cannot lose your right to collect benefits if you leave the job voluntarily or involuntarily.

If you are covered by a pension plan, you must be fully vested in the plan after 10 years of covered employment. Your employer can decide to fully vest workers after shorter periods of time. Some plans provide 10% vesting for each year after the first, until employees are completely vested in 10 years. Other plans provide 25% vesting after 5 years of service, adding 5% for each additional year of service. Most plans provide no vesting prior to 10 years of service, and complete vesting after that.

What happens if I quit?

If you leave the job prior to becoming vested, you forfeit your eligibility for pension benefits. If your company vests workers after only 10 years, and you work for 9 years, you will not be entitled to benefits when you retire.

How are payments determined?

A typical way of determining payments is to take a percentage of your earnings for the last 5 years of covered employment and multiply by your years of covered employment.

Am I covered under my husband's pension plan?

A pension plan belongs to the covered worker and not to his/her spouse. Under most occasions, at the time of retirement, monthly payments will be automatically reduced to provide coverage for a surviving spouse in case of death. If the covered employee decides to receive full monthly benefits, and not to take a reduction, this will eliminate the "widow's" benefit.

If you have been divorced for more than a year before your former husband begins collecting benefits, or should die, you will not be able to collect benefits. Depending upon what state you live in, a husband's pension benefits may or not be taken into account in a divorce settlement.

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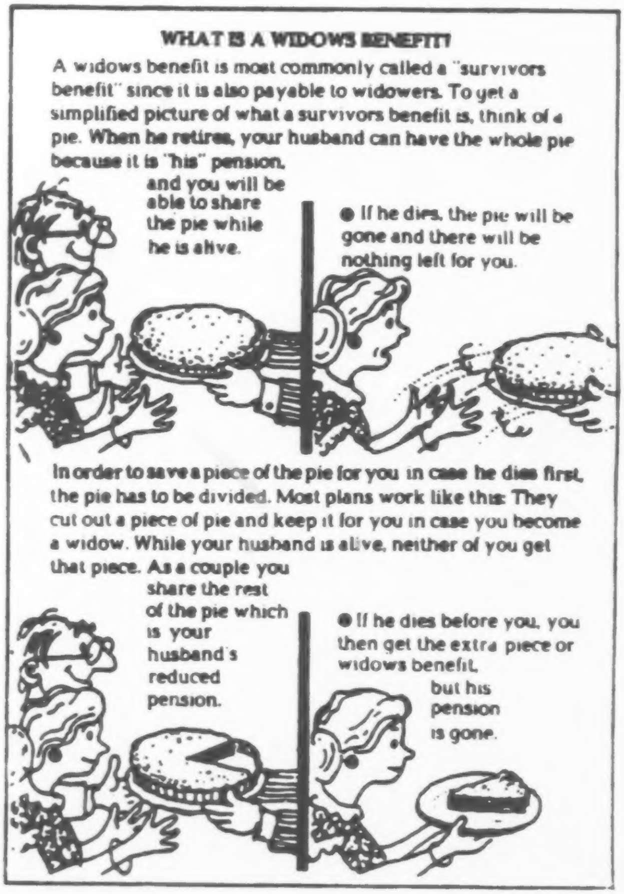
How can I find out about my plan?

You have the right to receive information concerning your rights under the plan if you request this in writing. You can ask for a "benefit statement" once a year. It will tell you whether you have earned the right to receive a pension and, if so, how much you can expect to receive at retirement age. Your employer must also furnish you with a summary booklet. It must be written in plain English. If the language is too complicated, ask for a simpler explanation. If you do not receive one, you can complain to the local office of the U.S. Department of Labor.

What is a widows's benefit?*



WHAT IS A WIDOWS BENEFIT?

A widows benefit is most commonly called a "survivors benefit" since it is also payable to widowers. To get a simplified picture of what a survivors benefit is, think of a pie. When he retires, your husband can have the whole pie because it is "his" pension,

and you will be able to share the pie while he is alive.

● If he dies, the pie will be gone and there will be nothing left for you.

In order to save a piece of the pie for you in case he dies first, the pie has to be divided. Most plans work like this: They cut out a piece of pie and keep it for you in case you become a widow. While your husband is alive, neither of you get that piece. As a couple you share the rest of the pie which is your husband's reduced pension.

● If he dies before you, you then get the extra piece or widows benefit,

but his pension is gone.

What are some of the problems?

All workers are not covered. Employers are permitted to exclude workers under the age of 25 from coverage, as well as those who begin their employment within 5 years of the company's normal retirement age. People

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who work less than half-time (less that 1,000 hours a year) can also be excluded. This provision of the law can prevent women from building up pension credits during the years when they are most likely to be part of the workforce.

Some categories may be excluded. Employers with plans do not have to cover every category of worker. If any positions are not covered, they are likely to be jobs traditionally held by women.

You could lose accumulated service. If a covered, non-vested worker temporarily leaves her job and the "break in service" is longer than the time she was employed under the plan, she may lose all accumulated credit toward becoming vested in the plan.

"Integrated" plans reduce retirement income for small earners. If your company has an "integrated plan," your employer can subtract the company's contribution to Social Security from the amount determined to be your pension benefit. If you earnings are low, this could reduce or eliminate entirely the pension part of your benefits when you retire. Those who earn less than $10,000 are affected most often.

You could be denied widow's benefits. You will not get a widow's benefit if you are not married for a full year before your spouse starts getting his pension and also for a full year before he dies.

If your spouse elects to take full monthly payments when he retires, you will not be eligible to collect a survivor's benefit in the event you become a widow. You do not have to be informed of this decision.

If your spouse dies before reaching the "early survivor age," after age 55, you will not receive a benefit if you become widowed.

If your spouse reaches the "early survivor age," decides to provide a benefit for you, and then dies of "natural causes" within two years, you will likely be denied a widow's benefit.

Source: E. Cassidy, Career and Life Planning Guide for Working Women (Cleveland, OH: Working Women Education Fund, 1983), pp. 100-102.

FITS AND RURAL

Directions: Read the following two case studies and answer the questions:

Ben E. Fits

Ben E. Fits took a job with a local sales firm five years ago. Since he travels to sell his company's products, he gets a new car every year, which allows him to leave the family car for his wife and children. Although his salary of (whatever befits your local community) isn't the greatest, he sure was appreciative when his hospitalization paid all the costs for his son's broken arm and the X-rays his wife had to have last year. He also said a personal thanks when he went to the drugstore to purchase his ulcer medicine at $30 per 100 pills and flashed his prescription card and paid just the fifty-nine cent service charge. Just last year, although he received only a three percent salary increase, the company added a good dental and vision insurance plan...just when the children needed braces and his teeth were in need of some restoration he had neglected because he didn't feel he could afford it.

A few years ago his wife, Havemore, took advantage of the opportunity to work as a secretary in the computer science department at the local university. Although the pay was low and the benefits didn't compare with her husband's, any member of the family could attend the university tuition-free and receive a 25 percent discount at the university bookstore.

All in all, Ben is a happy worker and the family functions well. They have enjoyed a modest lifestyle and appreciate the roots they have in the community and the proximity they are to friends and family.

Rhonda E. Rural

Rhonda E. Rural loves her upholstery business. She's had it for five years. She has enjoyed her four children and the opportunities they've had to grow and work together as a family. She went on her first vacation last year. She took her son fishing in Michigan for a week. There was a real feeling of satisfaction to know her 19-year-old daughter, with the help of the other children, could carry on with the customers. It offered her peace of mind. They've had their share of good times and a few bad, but it seems like they always had food to put on the table. If the hospital bills piled up, like they did a few years ago when her youngest daughter was sick, she just advertised more and worked longer hours. She always felt her security was in her work and her income was controlled by how hard they all wanted to work.

Hopefully, as the children leave home, they will settle close by and they can add to and expand the business. She's seen the business go from a hobby to a full-time business, providing the only income for the family. Imagine the possibilities yet in store if some of the children decide to settle close by!

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Continued

Continued

Looking closely at the two case studies, make a list as complete as you can of all the fringe benefits you see in each study. They will be quite different because the situations are entirely different. Look for obvious ones (tangibles) and the not-so-obvious ones (intangible).

THE FITS	THE RURALS

Discussion Questions
- How are the fringe benefits similar?
- How are they different?
- Which situation would *you* rather be in and why?
- What specific factors influenced your decision? Why?

Note: If neither of these situations appeals to you or applies to your value system, feel free to write your own example. List the *specific* benefits and apply the questions listed above to *your* situation.

CONCERN: EMPLOYEE RIGHTS AND RESPONSIBILITIES

MODULE: EMPLOYMENT COSTS AND BENEFITS

FACT 3.24

PROCESS SKILLS | CONCEPTS | STRATEGIES

MOTIVATIONAL

1. Financial Costs and Benefits of Employment

a. For each of the following situations, list the financial costs and benefits of being employed:

(1) A single-parent homemaker with two preschool children lives in a rural area 30 miles from where she received a job as a secretary for a stockbroker.
(2) A husband with a wife employed full-time has been offered an apprenticeship with a plumber. He is asked to purchase his own tools.
(3) A dual-career couple has three children, ages two, four, and six. The husband has just been fired. They can live on the wife's income if he chooses to become a homemaker.

b. Create a hypothetical job offer. Determine if you would accept the offer, based on the work responsibilities and conditions, the salary and fringes, and the advancement opportunities.

2. Hidden Employment Costs

a. Divide into small groups. Research the following factors regarding the cost of employment in your community for one week. Chart all costs for each factor. Present the information to consider.

(1) Transportation - bus fare, subway, cost of automobile operation (gas, insurance, purchase, and upkeep), and carpool
(2) Child care - babysitting, day-care center, and preschool
(3) Household help - cleaning person, cleaning service agencies, and lawn care
(4) Clothing - uniforms, shoes, hair coverings, and work overalls
(5) Meals on the job - fast food, restaurants, and brown bag

b. Using an interview technique, explore the initial money outlay required for various jobs (carpenter, plumber, farmer, and small-business person). Compare this to the money outlay required for teachers, nurses, doctors, attorneys, and other professionals. Examine such aspects as the following:

(1) How much money was required to start this occupation?
(2) How long was it before you realized a profit (in other words, money for initial outlay had been returned)?
(3) Are there jobs that require no initial money outlay?
(4) Does initial money outlay involve more than the purchase of tools and equipment?
(5) Can you consider college or trade school an initial money outlay?
(6) Why do people pursue occupations that may cost $20,000 to $300,000 initial money outlay?
(7) When selecting an occupation or a job, are there more aspects to consider than the cost factor of the employment?
(8) If you wish to pursue an occupation that requires further education, have you considered the initial money outlay for this occupation?
(9) Would this consideration cause you to seek a different type of occupation? How do your values and goals enter into your decision?

c. Using an interview technique, explore the expenses a salesperson or a professional person may encounter and not be immediately reimbursed for. Examine such factors as the following:

(1) How are commissions paid? Who pays housing and food costs incurred when traveling?
(2) How do you manage financially when job expenses are great and reimbursement or sales commissions will not be realized for several months?

PR

d. Select a type of employment that interests you. Use the practical reasoning approach to see if it would be feasible for you to accept such a job. Figure the minimum weekly salary needed just to cover those costs. Share your decision with other group members.

Discussion Questions

- Did values enter into your decision? In what ways?
- Are your choices similar to or different from those of most other group members? If different, why?

PROCESS SKILLS | CONCEPTS | STRATEGIES

3. Mobility

a. Identify the following individuals and select those who would be most likely to move.

(1) The factory worker
(2) The married woman
(3) The unemployed factory worker
(4) The executive of the factory
(5) Members of a minority group such as Blacks, Hispanics, or Orientals
(6) The single woman
(7) The young college graduate
(8) The couple with no children at home (retired or childless by choice)
(9) The family of six whose son or daughter will graduate from high school this year

b. Read "The Travelers and the Stayswhiles" (p. 525). Giving consideration to all family members and using the practical reasoning process, decide which family would seem happier, more stable, more adjusted, and more able to cope with the changes that moving brings. Be specific and substantiate your opinions with pertinent and relative information.

4. Opportunity Costs

a. Using "Opportunity Costs" (p. 526), discuss the employment opportunity and the human opportunity given up in each case. Consider the values, goals, alternatives, and consequences of each decision.

Discussion Questions
- What are the possible "payoffs" in each case?
- What determines if payoffs are worthwhile?
- If you were one of the individuals, would you make the same decision?
- Could your decision be justified on the basis of self, family, and society?

b. Talk with an employed individual about the human and economic costs and benefits of being employed. Discuss the effects on themselves, their families, and society.

THE TRAVELERS AND THE STAYAWHILES

#1 Todd Traveler has been transferred. His family will move from Akron to Atlanta. This is the twelfth move in their 18 years of marriage. The oldest of the three children, Blake, has already attended eight different schools. The Travelers make $40,000 a year. (Teacher: Insert middle-level income appropriate to your community.)

Mr. Traveler thinks moves are a way to get ahead and is almost afraid not to move, with the way the economy is. He feels he'll get stagnant if he stays too long in one place. He is even looking forward to a change in climate and to a new office.

His wife, Idawann, always feels overwhelmed by all the packing and unpacking involved in moving. She also doesn't look forward to seeking out new schools and doctors and to notifying everyone that they've moved. She fully expects to move again in two years, so she won't get involved in community activities. Idawann's only hope is to find a job. However, she feels isolated and lethargic and lacks confidence. All she feels she has left are the children.

Blake, a teenager, is afraid he won't find new friends in Atlanta. It seems like every time he gets into extracurricular activities and is doing well, they move. He keeps suggesting to his parents that he be allowed to live with his aunt and uncle to give him a chance to stay in one place, but his parents won't approve.

Dick, the 12-year-old, is beginning to feel like his brother. It seems like he spends more time looking for new friends than playing with them.

Michael, the seven-year-old, is excited! After all, moving is such an adventure.

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#2 The Stayawhiles have moved four times in 18 years. They have also refused four transfers on other occasions. Mr. Stayawhile, a single parent, makes $33,000 a year. (Teacher: Insert middle-level income appropriate to the community.)

Greg, the father, feels that he has not advanced as far as he might have, but has been able to see his family enjoy a comfortable lifestyle. Two of the transfers he accepted were when the children were young and not yet in school. Another transfer he accepted came at a time when the older son, Chris, was going from elementary school to junior high school. He turned down one move because it didn't fit into a normal transition period. He's always considered what is best for the family. His company values him enough to be understanding and still gave him another promotion.

Chris, the 16-year-old son, is doing very well on the varsity basketball team. He wants to graduate from this school.

Amy, the 12-year-old daughter, is a good gymnast and is afraid a new school won't even have a gymnast's club. She wouldn't mind a move because she's afraid of the big junior high school.

OPPORTUNITY COSTS

1. Ellen is a secretary in a large secretarial pool. She is planning to have a baby in five months. She wants to spend time with her child and therefore will take a year from her job. Her boss has said she'll try to hold the job for Ellen but "can't make any guarantees." The year from the job will cost Ellen a year's salary. She also puts her job in jeopardy by leaving for a year. If and when she returns, she will have one less year of seniority. She will also have lost some experience dealing with new equipment and her awareness of changes in personnel and activities.

   The total of these costs is what Ellen could have earned if she had not stayed out of work for one year.

2. Greg has worked in a machine shop for three years. He likes the work and the people. Greg does not have a machinist's certification. He has come to realize that he needs this certification if he hopes to progress at his job or to even maintain his present position. Greg has investigated a six-month training program that is highly rated. Mr. Todd, Greg's boss, says he'll hold the job for him and encouraged the course. Mr. Todd offered to loan Greg some tools necessary for the course.

   The money Greg could earn in the six months, the tuition and supply costs at the school, and the costs for travel to the school are opportunity costs for Greg. (They are what Greg would have if he had not gone to the school.) Greg also had some human opportunity costs. In order to pay for the tuition and earn living money for the six months, Greg's wife worked overtime at her beautician's job. Greg saw less of his three-year-old son and five-year-old daughter during these six months. He often had to study when he'd have liked to spend time with his family. These human opportunity costs are what Greg and his family could have gained had he not taken the course.

3. Marie is a recently divorced mother of three school-age children. Before her children were born she worked as a graphic designer. However, she has not worked for the past 12 ears. Now she needs to find employment to support the children and herself. Marie is experiencing the opportunity costs of not being current in her field. Therefore, Marie is not only looking for employment in graphic design but also in retailing.

CONCERN: JOB RETENTION

MODULE: SUCCESS INDICATORS

FACT 3.31

PROCESS SKILLS | CONCEPTS | STRATEGIES

PROBLEM

1. Personal Job Habits

a. Identify Sandra's problems.

(1) Sandra is a single parent who completed computer and accounting training four years ago. Since then, she has moved to five different work settings. Sandra argues that she enjoys data entry but that her jobs just don't work out. She is frequently absent, often comes to work late, has a negative attitude, and demonstrates inconsistent work habits on the job.

Discussion Questions
- What are Sandra's problems?
- What would you do if you were Sandra? Sandra's boss?
- What are Sandra's alternatives? The consequences of the alternatives?

b. List the personality traits that make workers likely to succeed. Compare and contrast your list with the following results from a study by Management Dimensions, Inc.

Trait	Percent of executives who say is important
Enthusiasm	80%
A "can-do" attitude	65%
Loyalty	63%
High energy level	40%
Assertiveness	31%

c. Complete **"Evaluating Personal Job Habits"** (p.531).

Discussion Questions
- What personal habits will help you be successful in job performance and relationships?
- What personal habits will prevent you from having successful job

experiences?
- How do these same habits affect your home and family life?
- What if everyone had the same habits?
- What would work be like if everyone had all good personal job habits?

2. Success on the Job

a. List suggestions for Rick on how to keep his job.

(1) Rick likes to do his own thing. He watches late-night movies, goes shopping at lunch, and often changes plans at the last minute. Recently, Rick got his first steady job in over three years. His boss has noted several of Rick's behaviors in the first two months of work.
   (a) Rick is often tired.
   (b) Rick is absent often, shows up late to work, and takes long lunch and coffee breaks.
   (c) Rick does only what he is asked to do.
   (d) Rick does not call his boss by the correct name.
   (e) Rick is temperamental, impatient, and hard to get along with.
   (f) Sometimes Rick does not follow directions or safety procedures.
   (g) Rick frequently has body odor.

The boss told Rick that unless Rick's work habits improved, Rick would be let go at the end of his probation period next month.

b. Review **"Job-Keeping Skills"** (p.534). Cite examples of how you can demonstrate each of these skills in a job.

c. Read **"Have You Joined the Team?"** (p.535). Write five of your own affirmations for being a successful employee for your employer.

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d. Complete **"Paul Smith"** (p.536) using practical reasoning.

e. Agree or disagree with the statement "Security is in the individual, not in the job." Justify your response. Relate the statement to job success.

3. Job Termination
   - Fired
   - Layed off

a. (For teacher) Prepare slips of paper with the word "employed" on all but one slip. Write the word "fired" on the remaining slip. Put slips of paper into a container and select a slip. Repeat the process three times.

Discuss reactions to having continued employment versus being fired.

b. Invite a personnel manager or an employment service representative to discuss job termination, layoffs, and firing dilemmas.

c. List reasons why an employee may be fired or laid off. Give suggestions how an employee may avoid being fired or laid off, including

(1) Absenteeism
(2) Poor work habits
(3) Low production
(4) Insubordination
(5) Poor attitude
(6) Antisocial behavior
(7) Inability to do the job
(8) Economic crisis

d. Determine steps to take upon being terminated in employment.

(1) Check employee handbook for benefits.
(2) Avoid causing additional confrontations with the employer.
(3) Discuss future reference referrals with the employer.
(4) Network and seek out new job leads.
(5) Apply for unemployment insurance benefits.
(6) Identify strengths and weaknesses.

PR e. Answer the question "What can I do to improve my chances of long-term employment?"

PR f. Using practical reasoning, complete "The Lay-off" (p.537).

4. Promotions

a. In small groups, develop steps involved in planning for a promotion on the job.

b. Review "Forty Action Ideas for Advancement" (p.538). Share examples of how selected ideas could be implemented. Describe how these ideas affect yourself, your family, and society.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	5. Employer, Employee, and Coworker Interaction	a. Complete "**A Framework for Working**" (p.539). b. Discuss how your interactions at work affect yourself, your family, your employer, and your coworkers.

EVALUATING PERSONAL JOB HABITS

Getting and holding a job often depends upon a person's ability to establish a good relationship with the employer, fellow workers, and sometimes customers. The evaluation you are about to mark will help you become aware of your own habits.

If you have never worked, answer the questions based on your experiences at school or in the home.

Directions: Place a check (✓) in the box that best describes your habit.

A. TEAMWORK

	Frequently	Sometimes	Very Seldom	Never
1. Do you do your own work and not leave it for someone else to do?				
2. Do you clean up after yourself?				
3. If someone has an idea about how to do a job better, will you listen and learn?				
4. Do you show interest in the other employees by learning their names as soon as possible?				
5. Do you work to promote team spirit?				
6. Do you show interest in the other workers by finding out about their families and their interests?				
7. Are you a good listener?				
8. Can you admit to your mistakes without making excuses?				
9. Can you assume the blame for things that are your fault?				
10. Do you gossip? (Gossip is any piece of information, true or false, that causes harm or casts a negative reflection upon the subject.)				

Continued

Continued

B. ATTITUDES TOWARD YOUR JOB AND YOUR EMPLOYER

	Frequently	Sometimes	Very Seldom	Never
1. Do you try to be cheerful even though you may have personal problems?				
2. Do you feel your job is a privilege, not a right?				
3. Do you always try to do your job the best way you can?				
4. Do you report for work on time?				
5. Have you learned your job?				
6. Can your employer depend on you to be on the job unless you have been excused?				
7. Do you report for work prepared to work?				
8. Do you give a day's work for a day's pay?				
9. Do you try to avoid wasting materials?				
10. Do you use your time wisely (avoiding personal business on company time... honoring coffee-break and lunchtime schedules..avoid visiting on the job)?				
11. Do you try to use equipment properly and avoid breakdown?				
12. Do you think about better ways to do your job?				
13. Are you truthful and sincere?				
14. Will you ask questions when you need help?				
15. When there is a problem, do you try to see the problem from the employer's side?				

Continued

Continued

C. ATTITUDES TOWARD THE PEOPLE YOU WORK WITH

	Frequently	Sometimes	Very Seldom	Never
1. Do you try to use good manners?				
2. Do you smile and show confidence?				
3. Are you sincere?				
4. Are you patient with your fellow workers?				
5. Do you try to avoid arguing?				
6. Do you try to handle problems in a businesslike manner?				
7. Do you avoid making comments that might upset someone?				
8. Do you refer matters you cannot handle to the supervisor?				
9. Do you treat each person as an individual?				
10. Do you take pride in winning friendships?				
11. Do you approach new employees first and try to make them feel welcome to the team?				

Source: G. House, STEP (Texas: Texas Education, 1976), p. 172-173.

JOB KEEPING SKILLS

1. Ability to do this job well: Developing your know-how and competence
2. Initiative: Working on your own without constant direction
3. Dependability: Being there when you are needed
4. Reliability: Getting the job done
5. Efficiency: Being accurate and capable
6. Loyalty: Being faithful
7. Maturity: Handling problems well
8. Cheerfulness: Being pleasant to be with
9. Helpfulness: Being willing to pitch in and help out
10. Unselfishness: Helping in a bind even though it is not your responsibility
11. Perserverance: Carrying on with a tedious project
12. Responsibility: Taking care of your duties
13. Creativity: Looking for new ways to solve your employer's problems
14. Communicate: Letting your boss know what you are doing

HAVE YOU JOINED THE TEAM?

Most of us work in departments as part of a network of people who make up our company's team. If our company's service or product is good, there are others to share the credit. If it's poor, there are people to share the blame. But if we believe the old saying that a chain is only as strong as its weakest link, we know that our company's performance is only as good as our own.

We all make a choice as to the role we'll play on the team. We either join it as an actively caring member, or we go through the motions from the sidelines. When we choose to join the team, we have a better, surer shot at work that brings us satisfaction. The choice is ours. Here are the key attitudes that take us off the sidelines.

I make a difference here. I know that what I do makes it possible for my office to run smoothly. The effort I put into my job shows up in the quality of my office's services and in my company's earnings.

I'm part of what outsiders see when they judge my organization. With every letter, every phone conversation, every personal contact, I make a statement about the caliber of service we offer. In the course of a year, I make hundreds of valuable business contacts for us.

How I feel on a given day affects the people I work with. I help to set the tone here. I know that when I bring real enthusiasm to the job, I make a contribution few others can equal.

I take responsibility for what bothers me. When a situation is causing me trouble at work, I approach it as my problem. Whether it's a procedure that isn't working, a practice I feel is unfair, or a person I'm having difficulty working with, I do what I can to change the situation. Sometimes it takes patience. More often than not, it takes knowing when to speak up and when to wait, and how to coolly and rationally use my powers of persuasion.

When I can't get a situation changed, I look for ways to minimize its effect on me. Most important, I remember that I've chosen to work here, and as long as I'm here, I'll give my best.

I take an interest in my company. I know that an organization is greater than the sum of its parts; it has a life and a personality of its own. I'm interested in how this company got to be what it is today, and how the people in it have grown as it has.

My knowledge of the workings of the company not only helps me in my work, but also makes the work more interesting. It's part of what makes me a valuable employee here, and it helps me set my own career goals and plan my future.

I try to see the big picture--to think beyond my particular job to the kind of product or service I'd like to receive as a customer or a client. Because I'm interested in what makes us successful, I notice what's happening in business, politics, or technology that's going to affect us.

I'm proud to be a strong, reliable member of my company's team. I know that my success, as well as my company's, depends on it.

Source: From Nine to Five Dartnell Corp., 1987. Reprinted with permission.

PAUL SMITH

The production supervisor has called in the foreman of the assembly line. The supervisor points out that production in the assembly department is down for the second month in a row. The supervisor wants to know what the problem is. The foreman tells him:

"We hired a young fellow, Smith, on the assembly line about three months ago. He works real fast--so fast, in fact, that the men have trouble keeping up. A couple of times Smith has griped about the slowness of the ot The men, however, come to me complaining that Smith is just a showoff who enjoys coming in and upsetting the rest of the crew. When I hired Smith, I thought he might stimulate the men to put out more work...but he does have a tendency to brag, and it seems like the opposite has happened.

TASK: Pretend you are the production supervisor. Knowing what the problem is, agree or disagree with the following possible solutions. Rank the solutions from the best to the worst solution (1 is the best) (9 is the worst).

______ 1. Promote Smith to assistant foreman because of his efficiency.

______ 2. Persuade Smith to slow down his work so that he will be better liked and get along with the other men.

______ 3. Talk individually to the older workers, explaining that they must increase their production.

______ 4. Call Smith in and discuss with him the importance of cooperation with coworkers.

______ 5. Ignore the situation and let the men on the line handle Paul their own way.

______ 6. Consider Smith for another position.

______ 7. Fire Smith for disrupting the line and cutting production.

______ 8. Commend Smith for his efficiency and increase the production quota for the rest of the men on the line.

______ 9. Request Smith to reconsider his attitude and change his attitude toward his fellow workers.

Source: Unknown

THE LAYOFF

Ms. Lee is supervisor of the work crew at Johnson's Cleaning Service. Twelve persons work under her supervision. Ms. Lee has just been told she must dismiss one worker from the work crew to help the company cut costs. However, the remaining eleven people must carry the workload of all twelve persons. Of the twelve persons, Ms. Lee has focused on the six most recently hired as candidates for the layoff.

Read about the six persons Ms. Lee is considering for dismissal. Select the candidate you would layoff if you were Ms. Lee.

BETH: Beth has just graduated from high school and is living at home. She has worked with the crew for three months. She is cooperative and industrious. She can operate all equipment and works well with others. She is familiar with work procédures and has expressed an interest in getting additional training in this field.

CLARA: Clara has worked for the company in her current position for five months. She is friendly and outgoing but also usually worried about her family. Clara is married to a truck driver who is often away for days at a time. She drops off one child, who is mentally handicapped, at her sister's house on the way to work. Her other three children are in elementary school. Often Clara misses work to take the children to a doctor or for some other family crisis. Clara needs the income from this job to pay their family's many medical bills.

THOMAS: Thomas has worked for the company for four months. He follows directions well and works best when he is alone. Sometimes he shows a superior attitude toward coworkers and acts immaturely. Thomas and his wife are expecting their first baby next month. He has already mentioned to Ms. Lee that he would like to take a week's vacation when his wife comes home from the hospital. The company receives a government financial supplement for employing him.

DIANA: Diana is a widow who started working for the company two months ago. Even though she does not work quickly, she is a steady worker and is consistently productive. She expresses her appreciation to work for Ms. Lee, mentioning that the job has really helped her enjoy life once again.

JANE: Jane is constantly comparing this job with the last job she had. Everything is "this is the way ABC company did it," or "That is the way we did it at ABC." She seems unwilling to change over to the company's way of doing things. Jane is very good about organizing the work that needs to be done--not only for herself but for the other employees. She is very good about details--making sure the "little things" are taken care of.

JOHN: John has never been married. He is a constant complainer. He complains about anything and everything. He has no sense of humor. John is the person you go to whenever you need anything repaired. He is great about repairing things--the company never needs to call a repairman, plumber, or carpenter to do any maintenance work.

In small groups, discuss the following:

- Which individual would you lay off? Why?
- What factors did you consider in your decision?
- What values and goals entered into your decision?
- Would you have made the same decision if you were the president of the company? A relative of Beth's? An affirmative action officer for the company? The person affected by the decision?

FORTY ACTION IDEAS FOR ADVANCEMENT

Seek additional responsibilities.
Complete assignments immediately.
Make suggestions instead of critical reviews.
Solve problems instead of just identifying them.
Praise others for good work.

Develop new skills through training.
Seek assignments that offer exposure to managers.
Search for the reason behind each assignment.
Look at problems from a management viewpoint.
Do not underestimate your social responsibilities.

Nurture personal friendships in your peer group.
Ask for certain work assignments.
Study the normal promotional channels.
Develop your personal life outside the organization.
Make professional contacts outside the organization.

Seek line, not staff, responsibilities.
Be patient for rewards, but go after challenges.
Beware of "assistant to" titles. Watch go-fers.
Avoid internal politics and cliques.
Show your enthusiasm for the organization.

Discuss ideas, never people.
Advertise your abilities by superior performances.
Keep records of your work to show later.
Work on your public speaking skills.
Talk to subordinates as friends. They make you.

Never allow pressure to compromise quality.
Maintain personal and organizational ethics.
make a written appraisal each year for your review.
Ask your superiors for advice about your career.
No negative criticism does not equal positive praise.

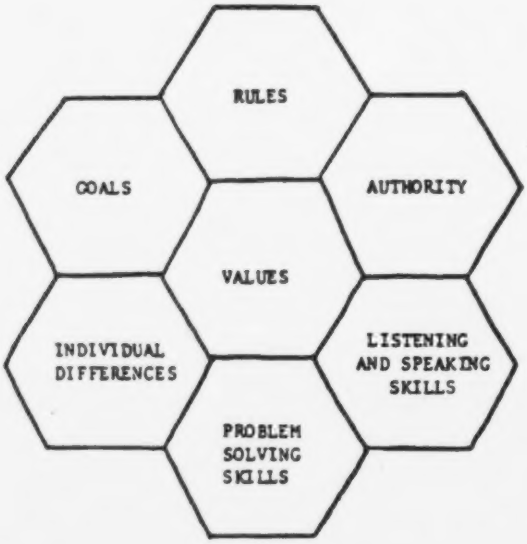
Rate your supervisor's potential for promotions.
Get help if an assignment is over your head.
Accept criticism and ask for it. Use it to improve.
Rethink your plans if the pressure bothers you.
Be prepared to relocate if promotion merits it.

Maintain organizational loyalty and advertise it.
Learn to delegate authority.
Accept blame for poor work of subordinates.
Expect two to three-year plateaus in promotion.
Watch for earnings ceilings.

Source: R. Powell, Career Planning Today 1981, p. 301; Reprinted with permission of Kendall/Hunt Publishing Company.

A FRAMEWORK FOR WORKING

This framework is to help understand the factors, each related to and dependent on each other, that, consciously or not, are active in work relationships.



These seven factors are all in operation within an institution with employers, employees and co-workers. Use these questions to analyze patterns of interaction where you work.

Values

Are the values of your employer similar to or different form your personal values?
Are there conflicts? Do they cause stress?

Goals

Does your employer have definite and well-defined goals for you to meet?
Do you set any goals for yourself at work?

Rules

What are some of the rules of work?
Do they help you do your work or hinder you?
Who decides what they are?
Can they be changed?

Authority

Have your worked under authoritarian, permissive or authoritative conditions?
Do you prefer being given specific directions for a job you must do, or do you prefer being told that a job must be done with freedom to decide how to do it?
Is there a conflict? Does it cause stress?

Listening and Speaking Skills

Is communication one direction or two between supervisor and employee?

Do people listen to each other?

Does communication help you do your work or are misunderstandings common?

Creative Problems Solving Skills

How are problems solved? What steps are there?

Who is included in the process?

Individual Differences

Do individual differences among co-workers and supervisors interfere with accomplishing work?

Are individual strengths used as assets? Do they complement each other?

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982 p. 80, 83.

CONCERN: JOB RETENTION

MODULE: PERSONAL APPEARANCE

FACT 3.32

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. Appearance on the Job	a. From the list of clothing items below, decide what each of the following individuals should wear to work.

cap
hat
uniform
tie
casual shoes
dress shirt
sport shirt

slacks
jeans
coveralls
dress
skirt
dress shoes
scarf

nylons
socks
work shoes
blouse
boots
jewelry

(1) An electrician
(2) A truck driver for a gravel company
(3) A salesperson in an auto parts store
(4) A dental assistant
(5) A video recorder repairperson
(6) An assembly line supervisor

b. Read "**Personal Appearance**" (p.543). Decide how you can improve your personal appearance. Develop a plan to improve it.

PR

c. Using practical reasoning, decide what the individuals in each case study below should do.

(1) Jack and Bob have been hired to sell water conditioners over the phone. The positions are entry level and offer the possibility of leading into sales positions involving in-home presentations. Jack wears a dress shirt, slacks, and a tie to work daily. Bob wears jeans and a knit shirt, since his customers do not see him. After several months, Bob has a slightly better sales record. The company needs a new in-home sales representative. Ms. Kelly, the manager, is trying to decide who to promote. Who should Ms. Kelly promote?

(2) Donna is a switchboard operator for a major corporation. Most switchboard operators wear jeans and casual shirts to work. Donna would like to be a secretary in the corporation. How should Donna dress?

2. Grooming

a. Develop a list of appearance characteristics that a forty-five-year-old manager might look for in a potential employee. View slides of individuals and decide if the fictitious employer would or would not consider each individual for a job.

b. Sit outside a place of work and observe the appearance and grooming of the employees as they enter and leave.

c. Invite a hairdresser and a cosmetologist to demonstrate proper grooming.

3. Wardrobe Planning

a. In small groups, decide what the individuals' work and/or personal wardrobe should include in the following situations:

   (1) Jane is to begin a new job as a sales representative for Buckeye Corporation, which sells its products to over 500 stores in a tri-state area. Jane is to cover the northeast region. She will be on the road for three consecutive days each week.
   (2) Tanya will be going to Mytown University to major in home economics this fall. She will work as a part-time salesclerk for Fashion Place.
   (3) Phil is to work as a nurse's aide for a local geriatric center. On his days off, he paints house exteriors.

b. Develop a list of ways to inexpensively update a wardrobe and obtain needed clothing.

c. Analyze your wardrobe using "My Wardrobe" (p.545). Determine the clothing items needed. Prioritize the needed items.

d. Invite professionals to analyze the best colors and the best design lines for each individual in the group to wear.

e. Describe how grooming and clothing affect you, your family, your employer, and society.

PERSONAL APPEARANCE

You don't need to look like a magazine fashion model or a TV movie star. By learning about good grooming and the techniques to use, you can make the most of your individual features to give yourself a good personal appearance. Let's look at some good grooming techniques.

First is cleanliness of your skin, hair, teeth, hands, and fingernails. Your skin is your outer wrapper, so it should look clean, healthy, and smell good. Remember, an employer can smell you as well as see you!!!

Take a bath or a shower at least once a day (more often if you're physically active, doing heavy work, or playing a sport). The oils and salts that accumulate on your skin can cause body odor, so be sure to use soap when you wash. Use a deodorant everyday to keep your underarms dry and prevent odor. Be careful about the amount of perfume, after-shave, or cologne you wear. An employer could be offended by a strong fragrance, especially if you use it to cover up body odor instead of bathing.

If you wear jewelry, select tasteful pieces and don't put on too much. Oversized or excessive jewelry can be distracting and can take away from your looks. Also, if you use makeup, apply it carefully. You want the makeup to bring out your natural features, not to cover them up.

The way your hair looks is important to your appearance too. You should shampoo as often as it's necessary to keep it clean. Your hair should be free of oil, and combed or brushed. Don't wear your hair in a certain way just because it's the "in" style. Choose a hairstyle and cut that looks best on you.

Proper care of your teeth adds to a good personal appearance. Besides visiting your dentist for regular checkups, you should brush your teeth at least twice a day, and definitely give them a thorough scrubbing before you go in for that job interview. Pleasant breath will help make a good impression on your prospective employer.

To have that well-groomed look, you should give your hands and fingernails some special attention. Wash your hands often during the day, especially if you're involved in activities that cause them to get dirty. Your fingernails should not be broken, split, or bitten. They should be neatly cut with nail clippers or manicure scissors. An easy way to keep your nails clean is to brush them with a stiff brush and water.

The next area you should think about is your facial expression. The freshly cleaned and brushed look are a necessary part of a good personal appearance, but what about the look on your face? Your facial expressions indicate your mood, your attitude toward others, and your self-concept.

An employer will be impressed by you if your facial expression is relaxed, friendly, and alert. Don't be afraid to smile--a smile can go a long way.

Posture is another important part of good grooming. The way you hold and carry your body can say a lot about how you feel about yourself. The best

Continued

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posture is a straight and relaxed position that's comfortable for your body. Good posture comes through practice--so give it a try.

Now let's talk about clothing. The clothes you choose should reflect your taste, and your feeling of self-worth. For example, if you select clothes that bring out your best features, they'll look better on you and you'll feel good about how you look.

What should you wear to a job interview? Try to dress like a person you would hire. It's a good idea to dress up for the job interview. Now this doesn't mean you should put on party clothes or formal wear...but you don't want to wear clothes that are too casual either. Your best bet is to choose an outfit whose style, color, and fit do the most for your appearance. Of course, what you wear to work will depend upon the type of job you have. If you work in a warehouse, for example, you'd wear more casual clothing then you would if you worked in a business office. THE WRINKLED OR SLEPT-IN LOOK OF CLOTHING IS DEFINITELY NOT IN FASHION FOR A JOB INTERVIEW!!!

And what about your shoes? Never wear sneakers or dull, unpolished shoes to a job interview. They may have their place in certain types of jobs, but not on a job interview.

As you've read, there's a lot that goes into having a good personal appearance. If you have questions about ways to improve your personal appearance to best fit your physical characteristics, you'll find some answers in books on personal appearance, grooming, and clothing. You can find these books in libraries and bookstores. Many magazines have articles on these subjects, too.

Personal appearance affects how you feel about yourself and how you impress other people. A little work on improving your personal appearance could pay big dividends. If you work at keeping yourself in the best possible physical condition and you're well groomed, you'll stand a good chance of getting that job you've always wanted.

MY WARDROBE

What I Have	Description	OK For Coming Season	Need New
Skirts			
Pants, Shorts, Jeans			
Sweaters			
Shirt, Blouses, Tops			
Pantsuits			
Dresses			
Coats, Jackets, Raincoat			
Underfashions			
Shoes, Boots			
Purses			
Other Accessories			

Continued

Continued

New Items Needed	Occasion	(school, work, dress, casual)	Color	Type of Fabric	Preferred Fabric Care

CONCERN: JOB RETENTION

MODULE: EMPLOYER EXPECTATIONS

PROCESS SKILLS

MOTIVATION

CONCEPTS

1. Expectations of Employers and Employees

STRATEGIES

a. Read "**Bosses List Disturbing Behaviors**" (p.551). Role-play a situation between an employer and an employee using the disturbing behaviors, and then role-play using the opposite behaviors.

Discussion Questions
- What is the real problem in these situations?
- What alternatives does the employee have when exhibiting these disturbing behaviors?
- What are the consequences of those alternatives?
- What kind of feedback would you like if a coworker observed you exhibiting some of the disturbing behaviors?

b. Describe someone you consider to be a good employer. Identify the qualities that make the individual a good employer. Repeat the process, describing an employee.

c. In small groups, design a chart on "Rating an Employee." Using the chart, rate yourself as an employee. Compile the ratings and post.

Discussion Questions
- Do you think you do the best you can to fulfill your job as an employee? Why or why not?
- What are your most valuable assets as an employee? Least valuable assets?

d. Invite a panel of employees and employers to discuss responsibilities and "pet peeves" of employers and employees. Compile a list of expectations of employers and employees. Determine which expectations are often written versus unwritten.

Employees
(1) Cooperation
(2) Honesty

(3) Initiative
(4) Willingness to learn
(5) Willingness to follow directions
(6) Dependability
(7) Enthusiasm
(8) Ability to accept criticism
(9) Loyalty

Employers
(1) Salaries, payments, raises, and promotions
(2) Safe working conditions
(3) Training and education
(4) Introductions to coworkers
(5) Explanations of policies, rules, and regulations
(6) Work evaluations
(7) Discipline
(8) Honest and fair treatment
(9) Orientation

e. Interview employers by phone or face-to-face. Discuss important qualities of employees, problems arising from employees' not possessing these qualities, employer expectations of employees and whether those expectations differ for full-time and part-time employees, and what employers think employees should expect.

PROBLEM

f. Debate the following statements. Give a rationale for your position.

(1) An employee should expect to have flexibility in arrival, lunch, and departure times as well as freedom in when and how long breaks should be.
(2) An employer should understand that employees may take pencils and other office supplies home.

g. Discuss why stealing time and property are one of an employer's most costly forms of dishonesty.

2. Attendance

a. Compile a list of reasons why people miss work. Compare and contrast the list with **"What's My Timing?"** (p.553). Complete the worksheet. Share your

PROCESS SKILLS | CONCEPTS | STRATEGIES

answers, giving your rationale for answers group members disagree about.

b. Complete "I Can't Come to Work Today" (p.554).

Discussion Questions

- How do values, goals, and situational factors affect your work attendance?
- What difference does your attendance make as long as you get your work done?
- How does your attendance affect yourself? Your children? Society?

3. Productivity

a. Participate in "The Box Company" (p.555).

b. Using resources, debate the issues.

(1) American productivity is at an all-time low. Our country will never keep up with other industrial nations.
(2) The more you make, the greater the profit.

4. Change Agents

a. Identify the problems found in the following case study:

Lori is a child-care aide at a local day-care center. She previously worked for another day-care facility in the community. Lori is not pleased with the child disciplining techniques used by her coworkers at her new job and, therefore, does not use them. Instead, she has continued to use the techniques she learned at her previous place of employment. Lori is frustrated in her new job and can't understand why her coworkers do not use her techniques. Lori's supervisor does not appreciate Lori's using techniques that are not accepted by the other day-care employees, even though the supervisor recognizes that the techniques are professionally acceptable.

b. Develop a list of employee behaviors that need to be exhibited before an employee can initiate changes.

c. In small groups, develop a strategy for approaching the employer and coworkers to create the following changes. Discuss the situational factors affecting the changes.

(1) Instituting a new work distribution procedure
(2) Initiating a flex-time work arrival and departure policy
(3) Implementing a method to obtain weekly meeting schedules of supervisors
(4) Using newly purchased equipment
(5) Conducting weekly crew meetings

5. Job Changes

a. List reasons why one might remain on the job and why one might choose to change jobs.

b. Discuss reasons why one should share their reasons for and feelings about changing jobs with family members before deciding to leave a job. Evaluate how a job change affects yourself, your family, and society.

Illustrate, with drawings, the major reasons for resigning from a job. For each reason given discuss the consequences of not resigning.

BOSSES LIST DISTURBING BEHAVIORS

New York (AP) - Liars, goof-offs, egomaniacs, laggards, rebels, whiners, air-heads and sloths - these are the eight banes of a boss's existence, according to a survey released recently, and each is advised to repent or risk an unemployed 1985.

Burke Marketing Research Inc. asked executives in 100 of the nation's largest companies, "What employee behavior disturbs you the most?"

The result was a "hit parade of things that stick in the boss's craw, the kind of behavior that hits a nerve," said Marc Silbert, whose temporary personnel agency commissioned the survey. "They can blind employers to employees' good qualities. They become beyond redemption."

Dishonesty and lying topped the list. "If a company believes that an employee lacks integrity, all positive qualities - ranging from skill and experience to productivity and intelligence - become meaningless," said Silbert, vice president of Accountemps.

"This isn't just the guy who steals money from petty cash," he explained. "It includes intellectual dishonesty. We had one employer complain about an employee who took on a job with a Nov. 16 deadline even though he knew he'd be on vacation that week."

The seven other deadly sins, in order of irritation:

2. Irresponsibility, goofing-off, and doing personal business on company time. "We found some people literally conducting their own ongoing businesses on company time," Silbert said. "It's not just a guy getting a phone call from his wife to pick up eggs on the way home. This is someone running a T-shirt business out of the office. It's entrepreneurial behavior gone wild."
3. Arrogance, ego problems, and excessive aggressiveness. "Employees who spend more time boasting about their accomplishments than on actually getting the job done...who think that being loud or boisterous will have a positive effect" bother their bosses, Silbert said.
   "If you have this kind of person in a supervisory role you don't have one problem you have 20. You have little range wars breaking out all over the office," Silbert said.
4. Absenteeism and lateness. "One employer said, 'it doesn't make any difference when we start, 9 a.m. or 10 a.m., some people will be 15 minutes late,'" Silbert reported.
5. Not following instructions or ignoring company policies. Such behavior is more serious in larger, more conservative companies, Silbert said, citing "a guy working for a dark suit-and-school tie kind of company who wears an 'I'm from Florida' tie."
6. Whining and complaining. "There's one in every office. They always have a problem: 'Do we have to do it by Thursday?' 'This project is so boring,'" Silbert whined in imitation.
7. Absence of commitment, concern, or dedication. This "often is grounds for absence of raises and promotions," Silbert said.
8. Laziness and lack of motivation. Both "demonstrate that these people

Continued

continued

8. Laziness and lack of motivation. Both "demonstrate that these people don't care about the company, so why should the company care about them," Silbert said.

Among the also-rans: lack of character, inability to get along with others, disrespect, displays of anger or pettiness, making ill-informed decisions and judgments, and taking credit for the work of others.

Silbert's own pet peeve: the whiners. "You can try to hide from it, but it's very annoying to me, personally," he said.

Source: The Marion Star, January 1, 1985.

WHAT'S MY TIMING?

Directions: For each reason given for why people miss work, check (✓) the appropriate columns.

	REASONS			NOTICE	
	Good Reason	OK If Not Done Often	Poor Reason	Same Day	1-2 Weeks Notice
1. I'm sick in bed with the flu.					
2. My child is sick.					
3. I have a doctor's appointment.					
4. We're going on vacation.					
5. I have to help my brother move.					
6. I have to go to court.					
7. My brother came in unexpectedly last night. I haven't seen him in a year. He's leaving tomorrow.					
8. I have to go to my daughter's graduation.					
9. There was a death in my family. I have to go to the funeral.					
10. I have a dentist's appointment.					
11. My car broke down.					
12. I just don't feel good.					
13. Someone I really like asked me out tonight.					
14. I can't find a babysitter.					
15. My dad wants me to help him today.					
16. I missed my bus.					
17. I was up late last night. I'm too tired to go to work.					
18. I didn't call in because we don't have a phone.					

I CAN'T COME TO WORK TODAY

Directions: For each situation below, explain if the reason for missing work is justified. If it is, then explain when you should call, who you should talk with, and how you would explain your reason to miss work.

1. Your grandmother died on Wednesday. Her funeral is on Friday. You want to attend the funeral.

Reason
When
Who
How

2. Your car broke down late last night as you were returning from shopping. You had to have it towed to a garage five miles from your home. You want to spend the day getting it repaired. It is now 7:00 a.m. You are supposed to start work at 9:00 a.m.

Reason
When
Who
How

3. Your favorite rock star is going to be in town next week. Two weeks ago, you you waited in line for six hours to buy tickets for the concert. It is two days before the concert and you realize you have not asked off from work to go to the concert.

Reason
When
Who
How

4. You woke up this morning with a bad headache, fever, and chills. You thought you would get better before having to be at work at 4:00 p.m. It is now 2:00 p.m. and you feel worse.

Reason
When
Who
How

5. Several of your friends came over and want you to go swimming this afternoon. It is a beautiful day and you are having fun visiting with your friends. You don't feel like working. You are supposed to be at work in one hour.

Reason
When
Who
How

THE BOX COMPANY

PREPARATION

1. Get a set of 3" X 5" cards. On each card, list one of the following situations and its consequences.
    a. Two employees are gossiping. (Two players sit out for two minutes of the workday.)
    b. Two employees do not show up for work. (Two players are taken out of the group.)
    c. One employee comes to work late. (One player starts two minutes later.)
    d. Pattern is destroyed due to carelessness. (Pattern needs to be recut during the ten-minute workday prior to starting.)
    e. Personal problems interfere with work. (One player stops work for four minutes.)
    f. One employee becomes sick and has to leave at noon. (One player stops work after five minutes.)
    g. Ineffective communications between management and workers create a delay on the assembly line to correct the misunderstanding. (All players stop work for two minutes.)
    h. Employees stayed on lunch break longer than allowed. (All players lose one minute of work.)
    i. Equipment was not properly cared for and broke down. (Scissors cannot be used for two minutes.)
    j. There is a shortage of raw materials. (Reduce the amount of paper available.)
    k. Equipment was not properly cared for and broke down. (The roll of tape cannot be used for three minutes.)
    l. Employees strike. (No one is allowed to work for the first four minutes.)

2. Divide participants into groups of four to six persons.

3. Provide each group with the following materials: one pair of scissors, one roll of tape, a pattern for the box, and about 20 sheets of typing paper.

4. Demonstrate how to make the paper boxes using the pattern provided.

5. All finished products must pass a Quality Control Person, the teacher, and poorly constructed boxes will not be accepted. Criteria for quality may include the box edges' meeting, the product's looking like a box, the box's being securely fastened, and other standards decided by the Quality Control Person.

ACTIVITY

1. Each group is to act as a box-producing company. Decide on a company name, a job assignment for each individual, and the number of boxes the group plans to produce during the workday (ten minutes). The company name and goals are recorded on a chart.

Continued

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2. Once the companies are organized, a person from each group will draw two 3" x 5" cards describing various work situations. The teacher reads the cards for each group and designates which group members will be removed for the given time period. The groups are not permitted to discuss or reorganize until the ten-minute workday starts.

3. At the end of ten minutes, the boxes are given to the Quality Control Person, who determines and records the total number of boxes produced.

4. Next, each company discusses if and how they want to increase production, change job assignments, and/or set new goals. Approximately three to five minutes are allowed for discussion.

5. Then, a person from each company draws two new cards and the process is repeated. If the same situation is drawn as for the previous round, the person draws another situation. Two to three rounds are played.

DISCUSSION QUESTIONS

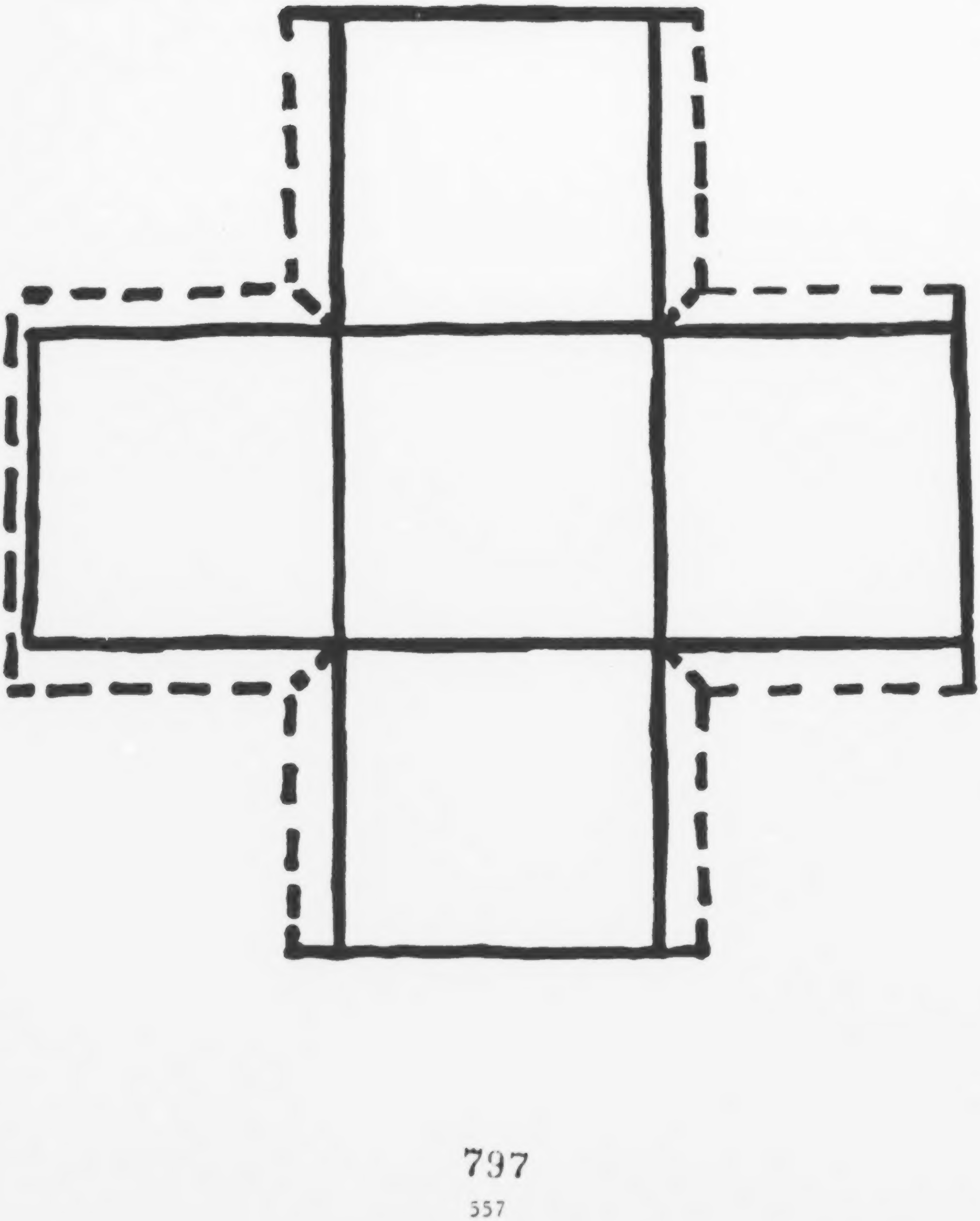
1. If you were the owner of the company working on the production line, how would you feel about your productivity?
2. How does the production affect you as a worker?
3. What worker habits detract from productivity? Promote productivity?
4. How do employee work habits affect how coworkers get along?
5. How does employee productivity affect the employer's perceptions of the workers?
6. How do employee work habits effect productivity? Working conditions? Personnel problems? Communications?
7. As a group, what changes did you make to increase productivity?

Example of Production Chart

	Number of Boxes							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period 1	5	2	6	3	3	3	4	3
Period 2								
Period 3								
Period 4								

Source: Created by Debra Fowler

THE BOX COMPANY



CONCERN: JOB RETENTION

MODULE: WORK RELATIONSHIPS

FACT 3.34

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. Relationship with Boss	a. Identify the problems with the following employer-employee relationships:

(1) Greg was hired on a part-time basis to fill orders and make deliveries for the local lumberyard. Each day the boss told Greg what to do. One day Greg finished his work and the boss told him to take the rest of the day off. The next day Greg did not show up for work. On the following day when Greg came in to work, the boss told Greg he was fired.

(2) Mary did bookkeeping and secretarial work for a small business. One day, unbeknownst to Mary, her boss put an extra $5.00 into the petty cash fund. When Mary balanced the books and petty cash fund, she took the $5.00 rather than talking with her boss about it. As a result, her boss fired Mary.

Discussion Questions

- What are the problems in these situations?
- Why do you think these are problems?
- Why should we be concerned about these problems?
- Do many employers and/or employees share these problems? Why or why not?

b. React to the following quotes:

(1) The most important contribution to job satisfaction is the quality of the relationship employees have with their boss. (Goldhaker)

(2) You don't have to like and admire your boss, nor do you have to hate your boss. You do have to manage your boss, however, so that your boss becomes your resource for achievement, accomplishment, and personal success as well. (Drucker)

(3) If you aren't fired with enthusiasm, you will be fired with enthusiasm. (Vince Lombardi)

c. Describe how you would manage your relationship with the following kinds of bosses:

(1) A boss who gets upset and confused
(2) A boss who gives orders in a loud voice to employees
(3) A boss who does not talk much or compliment you
(4) A boss who helps you learn the right way to do things
(5) Working for two bosses on the same job

d. Using resources, determine the difference between managing a boss and manipulating a boss.

e. List ways you can enhance or improve your relationship with a boss. Cite examples for each, including

(1) Behave like a responsible adult
(2) Offer solutions, not problems
(3) Use your abilities to complement the boss's strengths and weaknesses
(4) Know your boss
(5) Be loyal to your boss
(6) Make your boss's goals your goals
(7) Reward your boss

2. Responses to Requests

a. Using cartoons and articles, identify ways employees respond to employers.

(1) Defensively (defending actions, pouting, threatening to quit, folding arms)
(2) Offensively (arguing, complaining, yelling, giving dirty looks, not carrying out orders)
(3) Cooperatively (smiling, carrying out orders promptly, asking appropriate questions)

b. For each situation below, give an example of each type of response an employee might give to the employer (defensive, offensive, and cooperative). Determine the consequences of each response for the employer and for the employee.

(1) The office is getting very busy. Jane is trying to complete a task when her boss yells at her to hurry up and do another job.
(2) Michelle has been on the job for five months. Her boss has never told her how she is doing.
(3) Ms. Hodge just asked Hank to help a new employee learn to use the phone system.
(4) Ted never seems to do anything right. His boss is always complaining about his work and does not show Ted or other employees the right way to do a task.

3. Acceptance of Criticism

a. Using resources, define "criticism." Agree or disagree with the following statements. Justify your response.

(1) When you are criticized, it means you have failed.
(2) Criticism is painful to receive.
(3) If the critic intends to be helpful, then the criticism will be accepted as helpful.

b. Complete **"How Do You Handle Criticism?"** (p.563). Analyze the consequences of each method of handling criticism.

Discussion Questions

- Which ways of handling criticism are the best? Why? Which ones are the worst? Why?
- How can you prepare yourself for handling criticism?
- How do you want others, including your children, to handle criticism from you?

c. Develop a list of ways to accept criticism and a list of ways to give criticism. Discuss how the two lists complement one another. Cite examples of positive and negative ways to give and receive criticism.

4. Relationships with Coworkers

a. Analyze the following statement, citing personal experiences:

One study of beginning coworkers who have been fired showed that 82 percent lost their jobs because they did not get along well with others.
(Kimbrell, p. 109)

b. Review "**Factors That Promote or Hinder Working Relationships**" (p. 564). Role-play effective and ineffective ways of handling the conflicts between coworkers.

(1) Jane cannot read the order forms that Martha fills out and submits to her.
(2) Tom is frustrated with Chris's borrowing his tools and not returning them promptly.
(3) Juan and Larry work as a team. When Juan sees other workers' equipment not working properly, he leaves his work to fix their equipment. Larry resents Juan's helping everyone because Larry has to do more of Juan's work in order to complete their assigned task.
(4) Jody wants to learn how to use some equipment at work. Her coworkers are reluctant to teach her for fear Jody will get so good she will take over one of their jobs.

Discussion Questions
•What are effective and ineffective ways of handling work relationships?
•How are those ways affected by the situation?
•How would handling the relationships differ if you were a new employee? An employee who had worked with the company for five or more years? The employer's son or daughter?
•How can you better prepare yourself for effectively handling work relationships in the future?

5. Teamwork

a. Using resources, identify characteristics of teamwork.

b. Role-play "**Staff Meeting**" (p. 566).

Discussion Questions
•What was the problem?
•What was the climate of the group?
•How did group members communicate?
•What leadership roles evolved?
•What were the positive influences?
•What factors were a hindrance in resolving the problem?
•Was the solution the best one? What other solutions were available?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		c. In teams of five to six members each, prepare a one-minute spot that advertises the strengths and skills of that team. After 15 minutes, share advertisements. Discuss strengths and weaknesses noted in the teams' working procedures.

Sources: G. Kimbrell, Independent Study for World of Work (Encino, CA: Glencoe Publishing Co, 1986)

HOW DO YOU HANDLE CRITICISM?

Directions: Below are ways in which each of us could possibly handle criticism. Rate each method as to how often you generally use it by circling either 1 (always), 2 (sometimes), or 3 (never).

Method of Handling Criticism	Always	Sometimes	Never
1. Cry	1	2	3
2. Get uptight and don't say anything	1	2	3
3. Ignore it	1	2	3
4. Consider it thoughtfully	1	2	3
5. Become silently angry	1	2	3
6. Criticize the critic	1	2	3
7. Ask them to explain what they mean	1	2	3
8. Cross the critic off my list permanently	1	2	3
9. Try to justify my actions to the critic	1	2	3
10. Feel shaky and nervous	1	2	3
11. Feel put down	1	2	3
12. Acknowledge its possible truth	1	2	3
13. Feel personally attacked	1	2	3
14. Feel upset with my own stupidity	1	2	3
15. Strike back	1	2	3
16. Laugh it off	1	2	3
17. Change the subject, divert the discussion	1	2	3
18. Rationalize or explain my behavior	1	2	3
19. Talk it over with a trusted friend or counselor	1	2	3
20. Feel foolish	1	2	3
21. Let the critic know I feel hurt or angry	1	2	3

Source: Adapted from COPING WITH PERSONAL CRITICISM, Continuing Education in Mental Health, Health Sciences Unit, University of Wisconsin Extension

FACTORS THAT PROMOTE OR HINDER WORKING RELATIONSHIPS

Factors that **promote** good working relationships

- Staff meetings with an agenda and sufficient time to discuss the agenda items
- Job descriptions with annual review
- Knowledge of others' job descriptions and responsibilities
- Common criteria for personnel evaluation
- Openness and willingness to communicate and listen
- Trust
- Loyalty
- Respect for others in spite of professional differences
- Courtesy
- Respect for professionalism regardless of person's sex, age, and race
- Recognition of talents of the others
- Giving credit
- Recognition of a job well done
- Pride in work of total staff
- Understanding and support of others' programs
- Agreed upon priorities
- Coffee-making shared by everyone
- Shared coffee breaks
- Circulation of pertinent information
- Willingness to talk over problems
- Adequate facilities and supplies
- Cooperation
- Sincere caring for others with a respect for privacy
- Constructive criticism

Factors that **hinder** good working relationships

- Lack of understanding of others' jobs and responsibilities
- Lack of concern about total staff efforts
- Disregard for feelings of others
- Unwillingness to compromise
- Poor communication
- Competition among staff for individual prestige and recognition
- Negative and destructive criticism
- Lack of involvement in administrative decisions
- Lack of leadership
- Oversensitivity
- Lack of privacy
- Disregard for talents of others
- Lack of job descriptions
- Lack of opportunities for staff meetings
- Gossip and rumors
- Putting off decision making
- Inequities in facilities and supplies
- Lack of trust
- Negative and sarcastic remarks
- Lack of common goals and philosophy
- Disloyalty to staff and organization
- Lack of evaluation and/or feedback from supervisors
- Limited understanding of the total program
- Holding a grudge

- Poor job attitudes
- Uneven work loads
- Lack of confidence in fellow workers
- Prejudice, racism, and sexism

Source: Teamwork (WI: University of Wisconsin-Extension, 1980)

STAFF MEETING

Directions: The following character descriptions should be typed separately on 3" X 5" cards and distributed to volunteers before the start of class.

After the volunteers role-play for five minutes, the teacher is to interrupt them and then lead them in openly discussing the action that transpired.

1. What was the conflict?
2. What was the climate of the group? Tense? Openly communicative? Supportive?
3. What leadership roles evolved?
4. What factors were positive influences?
5. What factors were a hindrance in resolving the dilemma?

Character A

As a member of the staff, you are concerned about improving staff members' communication and support for each other. You bring this issue up for discussion at a regular staff meeting. You are convinced it would be of benefit for the staff to spend a half hour to one hour at each staff meeting involved in an activity to strengthen communication skills, such as listening actively, coping with criticism, and giving feedback. You try to encourage the rest of the group to agree to this. You feel that the only way to improve is to practice these skills. If you arrange something on a regular basis, there is sure to be improvement.

Character B

You are at a regular staff meeting. One member is concerned about improving the staff members' communication and support for each other. You feel things are fine as is. You each are so busy with your own jobs that you don't know how you could spend more time in meetings.

Character C

As a staff member, you have been away all week at a training seminar. You enter in the middle of the meeting and try to figure out what the discussion is all about. You are eager to share with members how well the seminar went, so most of your comments relate to the seminar rather than to the topic under discussion.

Character D

You are in a staff meeting. One of the other staff members feels a need for improving communication and support among members. You agree with his or her idea to spend time at the regular meetings involved in an activity to strengthen skills in listening actively, coping with criticism, and giving feedback. But you feel that a single one-hour session is plenty.

Continued

Continued

Character E

A local community in your county is sponsoring an Energy Conservation Day in several months. The committee chairperson has approached you, as an employe of the company, and asked of your staff's interest in becoming involved. She would like suggestions from you as to how you might contribute. She would like an answer about your interest by the end of the week, so you are very concerned about discussing this issue and resolving it today at your staff meeting.

Source: Adapted from Teamwork (WI: University of Wisconsin-Extension, 1980)

CONCERN: **WORK AND FAMILY**

MODULE: OVERLOAD AND INTERFERENCE WITH WORK AND FAMILY RESPONSIBILITIES

FACT 3.41

PROCESS SKILLS | CONCEPTS | STRATEGIES

1. Overload

a. Listen to songs like "Cat's in the Cradle." Analyze the messages of the lyrics. Apply them to yourself.

b. Using resources, define "overload." Interpret how overload would interfere with family responsibilities. Apply the analogy of an overloaded electrical circuit to the overload in your life.

c. Invite a panel of individuals who are in jobs that typically create "overload," such as truck drivers or traveling salespersons living out of state or on the road much of the time. Ahead of time prepare lists of questions and concerns you feel about these types of jobs. Panel members should discuss how they cope with their own situations.

Discussion Questions
- Are there different implications for men or women in these situations? Why or why not?
- What role models did the individuals have in their families? Did this increase the ease or the difficulty of their job?

d. Read **"Life As a Single Mother May Be Cause for Alarm"** (p. 573). Identify the problems and the community resources or support systems available to help.

GOALS
VALUES
FACTORS

2. Interference of Work with Family Responsibilities

a. Decide what you would tell a friend of yours who told you the following:

I have just started to work and the house is beginning to fall apart. Although the family said they would support me in going back to work, no one is helping. I'm tired of trying to do things at home as well as hold down a full-time job. What should I do? How do I get the family to help? Should I stop working and go back to being a homemaker?

PROCESS SKILLS	CONCEPTS	STRATEGIES

Discussion Questions

.What factors would your friend need to consider in making a decision?

.What are your friend's alternatives?

.Would the decision differ if your friend was independently wealthy? Received government support?

PR

b. Analyze simulated situations for balancing work and personal and family needs, duties, and roles. Using the practical reasoning approach, arrive at solutions for each situation below.

(1) You are the coach of your son's softball league. The playoffs are on the same night that your boss is coming into town to audit your insurance books and meet with the rest of your staff. You're the office manager and business is down. You know from the last meeting that if business figures are not up, you would be laying off two people from your office.

(2) Until recently, you've been a full-time homemaker. Your children, ages eight and six, are both in school. You have an opportunity to go back to the beauty shop where you once worked. You decided to take it on a temporary basis, but it has worked into a full-time job. You enjoy your work and your customer clientele is building steadily. The extra money made Christmas possible and financially you are able to pay most of the bills each month.

(2) One day your six-year-old daughter says, "Why can't you be home when I get home from school like you used to? Remember the cookies and milk you used to have waiting for us?" Your son chimes in, "Yeah, I can't even remember the last time I saw an ironed shirt in my closed or my socks folded--all there are is thrown in the drawer!" Your eight-year-old announces he'd like you to see him in the spring musical, but wonders if you'll be able to come, since it'll be given on a Thursday night and that's your night to work.

3. Interference of Family with Work Responsibilities

a. Read **"Working Mother's Attitudes Hard for Employer to Take"** (p. 574). Debate the rights ands responsibilities of the employee and the employer regarding interference of family with work responsibilities.

b. Identify ways children have affected your schedule and your life in the following manner:

(1) Expanded
(2) Complicated
(3) Enriched

4. Balance Work and Family

a. (For teacher) Display a picture of a balance scale on the room's bulletin board. Create cards with work demands and family demands such as those listed below. Give participants one or more cards as they come into the room. Place the cards on the appropriate side of a balance scale depicting work demands versus family demands.

Work Demands
(1) Punctuality
(2) Accountability
(3) Productivity
(4) Interaction with other workers
(5) Travel
(6) Loyalty

Personal Family Demands
(1) Home manager
(2) Parent
(3) Spouse
(4) Social mentor
(5) Confidante
(6) Friend

b. For each situation below, divide a circle into sections representing the percentage of time devoted to your career, yourself, and your relationships.

(1) Tom is a workaholic with a demanding family. Lately, his health has begun to suffer.

(2) As a single-parent, Fran feels responsible to her children. In fact, she is keeping a part-time job instead of taking a full-time, better-paying position. She is always concerned about money but at least knows her children receive lots of her love and time.

(3) Lucy is a single-parent with a teenage daughter. After work, Lucy goes to exercise class and then works out on her own. She really wants to lose weight and become more attractive. She also sings in the church choir and often provides solos at special programs. By the time she

gets home from her workout and practices, her daughter is asleep.

Discussion Questions
- What does the percentage of time in each area say about the importance of that area to the individual?
- Is a life that is balanced between career, self, and relationships always possible? Why or why not?
- How would you react to the individual if you were one of the family members?

c. List the activities and concerns that occupied your time the past week (a total of 168 hours). Write how much time you spent for each listed item. Rank the activities in order of importance. Code each item for career, self, or relationships. Draw your life circle and divide it proportionally in relation to your coded activities and time.

Discussion Questions
- Are you satisfied with your balance of career, self, and relationships? Why or why not?
- What can you do to change your activities to reflect the balance you desire?

d. Using practical reasoning, answer the question "What should I do regarding balancing career, self, and relationships?"

e. Form a round-robin circle. Complete one of the following statements:

(1) I will want to be a parent and quit my job because...
(2) I will never want to quit my job, but I believe I want to be a parent because...
(3) I will be a married career person but never have a child because...
(4) I choose never to marry because...
(5) I want my children to work and raise a family because...
(6) I do not want my children to work and raise a family because...

f. Using short stories, case studies, or listings of appropriate films or television programs that focus on families in different situations, individually respond to the following questions:

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(1) What is an individual or a family problem that is interfering with the functioning of this family? How is it interfering? (2) What changes in the roles, responsibilities, and/or behavior of one or more family members would help lessen or solve the problem for the family? Myself? Others in the community?

LIFE AS A SINGLE MOTHER MAY BE CAUSE FOR ALARM

•**Dear Ann Landers:** This is the typical day of a single mother:

6:00 a.m.	Bzzzzz. Alarm. Brush teeth. Take a shower. Turn on public broadcasting.
6:10 a.m.	Make coffee and cereal.
6:15 a.m.	Eat cereal and drink coffee. If I'm lucky, the children don't wake up, and I have 15 minutes to read the paper.
6:30 a.m.	Toss clothes in washer and get children up.
6:45 a.m.	Drag children out of bed.
6:50 a.m.	Fix breakfast for kids and prepare their school lunches.
7:10 a.m.	Get dressed for work.
7:20 a.m.	Make sure children are dressed for school, teeth brushed, shoes tied, and hair combed and brushed.
7:30 a.m.	Makeup half on, shuffle kids out the door for school.
7:40 a.m.	Drive to work.
8:15 a.m.	Arrive at office.
Noon.	On most lunch hours I go to the dentist or shop for the kids' necessities and phone my mother.
1:00 p.m.	Back to work until 5 p.m.
5:00 p.m.	Go to day-care center and pick up children.
5:45 p.m.	Finally make it home.
5:50 p.m.	Start dinner - something affordable and quick.
6:00 p.m.	Do breakfast dishes and set table.
6:30 p.m.	Eat dinner.
7:00 p.m.	Make children do homework and take baths.
7:30 p.m.	Insist that children do homework and take baths. Clean table and do dishes.
8:00 p.m.	Help children finish homework.
8:30 p.m.	Sit down to watch TV. Referee fights between the kids. Answer questions about sex. Explain why dad doesn't see them, why they can't have new clothes, and why they don't go to Aspen to ski "like other kids."
9:00 p.m.	Make children brush teeth and go to bed.
9:15 p.m.	Do washing, ironing, mending, and pay what I can on the bills.
10:00 p.m.	Go to bed.
6:00 a.m.	Bzzzzz. Another day.

Meanwhile, the children's father has found himself a sweet young thing with no children. He feels he must leave his old life behind because he is trying to compete in the corporate jungle and his image is very important. He says he can't pay child support because he has to keep appearances up. - Single Mom USA

Dear Single Mom: There has to be more to life than this. Ask your lawyer about organizations that help mothers collect child support. Network with other single moms. Join Parents Without Partners. Don't just dry up, woman. God helps those who help themselves.

Source: Columbus Dispatch, Monday, October 5, 1987

WORKING MOTHERS' ATTITUDES HARD FOR EMPLOYER TO TAKE

By Niki Scott

A working woman and an employer wrote some time ago. Mrs. Frances Koehler, Fremont, Neb., presented another side to the problems working mothers face - the boss's point of view.

"In the past three years we have had three young mothers in our office. Tell me, do we, as employers, have the right:
* To deny the endless phone calls to and from her children after school and before 5 p.m.?
* To suggest that checking a sick child at home every hour tends to distract from her concentration on the job?
* To say no to taking half a day off for a kindergarten program?
* To refuse to allow her to take one of the children to the allergist Friday at 3 p.m.?
* To insist she find someone else to run the multitude of dental, orthodontic and medical appointments inherent in raising a family?
* To refuse time off for countless errands that need to be done between 8:30 a.m. and 5 p.m., which just happen to be our business hours, too?
* To be annoyed when lunch hours are used for errands or shopping, then lunch is eaten at her desk on our time?
* To refuse the two hours necessary for renewing her driver's license, because her Saturday mornings are "full?"

These are difficult questions, but they're asked by many male and female employers. And it's clear Mrs. Koehler has run into that exception to the rule - the working mother who hasn't covered the bases. Her letter continues: "We (as co-owner of a small business) are not concerned with docking her pay for hours not worked. We want an effective employee who will be here full time, with her mind on the job.

"I suggest that if there are maternal responsibilities - and I'm not implying that only she is responsible for her children - she should solve those problems before she presents herself to us as an applicant."

And, her letter ends: "We would like to be assured she has done just that."

Any mother who works full-time will be guilty of at least one of the mistakes mentioned by Mrs. Koehler, at least once a year. I have been, and I bet you have too. That doesn't mean we're incompetent, just that we're human.

But some mothers entering the job market haven't spent enough time on preparation before applying for a full-time job.

In skipping the preparation, they leave themselves open to the sort of criticism Mrs. Koehler and many employers voice.

Continued

Continued

While, ideally, both mother and father should take parental responsibilities, too often a working mother is the one to jeopardize her job and reputation for the sake of the children.

So what do you do to avoid giving yourself (and working mothers in general) a rotten reputation?

First, read this employer's questions again. If you've been guilty of more than two - vow never to be again.

Then find other ways to handle those situations, and be willing to pay for them, if necessary. Your job future might rest on it.

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CONCERN: **WORK AND FAMILY**

MODULE: **WORK STRESS**

FACT 3.42

PROCESS SKILLS

CONCEPTS

1. Types of Stress
   - Chronic
   - Acute

STRATEGIES

a. Responding to the list on the chalkboard, identify the two types of stress: chronic and acute (The teacher should make up a list including examples type of stress. An example of acute stress might be going into a skid on an icy road. Examples of chronic stress might be migraine headaches, stomach pains, heartburn, and high blood pressure.)

- Acute stress situations occur when there is an immediate threat to a person's life or physical being and the person has to respond immediately.
- Chronic stress occurs when a crisis situation is prolonged without any rest or recovery time for your body. Most of these situations would relate to work and family role conflicts.

b. Identify the type of stress that triggers the stress symptom.

(1) Racing heart (acute)
(2) Headaches (chronic)
(3) Gastrointestinal problems (chronic)
(4) Shakiness after the initial episode (acute)
(5) Cardiovascular problems (chronic)
(6) Heartburn (chronic)

c. Brainstorm various types of chronic and acute stress that could influence your job performance. Categorize them on the board and discuss them.

d. Answer the following questions regarding stress and the effect of stress on work:

(1) To which type of stress, acute or chronic, is the employer more likely to be sympathetic? Why? How can the employer help you cope with this type of stress? (Acute, give time off, advance pay.)
(2) To which type of stress are fellow employees not likely to be sympathetic? Why? How can fellow employees help one another cope with

this type of stress? (Acute, take over part of your job, trade work schedules.)

(3) Situations of which type stress are most likely to be covered in work policy? What are some examples? (Acute, days off for personal illness, death in family, maternity leave.)

(4) What provisions are some employers making for employees to help them cope with chronic stress? (Physical fitness centers, shorter workweeks, more flexible schedules, and inservice programs.)

e. Research and debate the statement "Not all types of stress have a negative effect on job performance." After the debate, list on the board both positive effects and negative effects.

2. Stages of Stress

a. Imagine yourself in the situations that follow. Put the situations in the order in which they would probably happen by numbering each episode. Keep in mind that our bodies produce a definite series of reactions to stress--alarm, resistance, exhaustion.

(1) You are on your way to an important appointment at work after having a nice breakfast with the family when the radio announcer states the time--and it is one hour later than you think it is. The announcer asks, "Is there anybody out there in radioland who forgot to set their clocks ahead this weekend?" Darn, you reminded your spouse to do that! (1, Alarm)

(2) You push the pedal to the metal. When a high semi suddenly pulls in front of you, you put on the brakes hard enough to swerve, narrowly missing the car in the next lane. (2, Resistance)

(3) You arrive at work to discover that a meeting has been canceled because your client forgot to set his or her clock ahead and therefore missed the plane. (3, Exhaustion)

3. Stress in Work

a. The following statements are attitudinal statements. They convey a feeling you have about a situation. This situation may or may not have ever existed for you, but you can still feel something about it. Find out what your attitudes are. To begin to do this, number your paper from 1 to 10. As the statements are read, quickly respond by writing true or false, without thinking about whether you agree or disagree. Do not worry if some statements contradict others--maybe your deeper feelings about work are contradictory.

(1) Work is a bore because it takes you away from the things you really want to do.
(2) Work is a challenge--it means always being given chances to try new things. You learn new things about yourself, too.
(3) I don't know what work is, but for some reason it concerns me.
(4) Who cares about work! You have to do it, so you do it.
(5) I like the idea of going to work. It means being around people all the time and sounds okay.
(6) Work means money and money means independence. I cannot wait until I'm on my own.
(7) When you work you always have to do what you are told. Who needs that?
(8) I know what I want to do for a living and I can't wait to start doing it.
(9) I'm not sure what I'm going to do, but I look forward to doing it. Whatever it is, I will do my best.
(10) I want to go out and work. Work means success. I'll be something and people will respect me.

Discussion Questions
- Which one suits you best? Least? Do you know why? If so, why?
- What are some of your hang-ups about work?
- How would one job seem like stress and another job seem like play?
- What is the common factor that separates "work" from "play?"

b. Brainstorm factors that permit functioning on the job and those that interfere with functioning, thereby creating stress in your life and in the lives of your family, and the society in which you live. Decide how would you cope with the factors below.

(1) There is a need for fulfillment outside the home coupled with the traditional values most people have about women's staying home and raising the kids.
(2) A "good" parent has time for a spouse and for children; therefore punctuality is often achieved at the expense of the family.

(3) There are support networks to call on in case the caretaker gets sick and cannot fulfill his or her expected role for you.
(4) Stress is more evident in women than in men due to family and work conflicts resulting from inflexible roles and stereotyping.

c. Keep a journal of stressful situations throughout a one-week period. Identify the situations and record how you handled them. Create a graph to record the frequency in which the stressful situtions occur. Decide if each way of handling stress is going to benefit you or harm you in each situation. Discuss what you might have to do to change.

PROBLEM

d. Select one person (male or female) to stand alone in the middle of the room. This person is the worker. Another person, opposite in sex from the worker, takes the right hand of the worker. This is the spouse. Another person (either sex) takes the left hand of the worker. This is the firstborn child. The second born child grasps the worker around the waist with both arms from the front. Another person grabs the worker with both arms from around the back and represents the widowed mother or father of worker. (If you want to involve more people, two more people can each grab a leg.)

After the group is assembled, have everyone pull gently and slowly, but firmly, toward themselves until everyone feels the pull...then FREEZE. The worker will begin to feel stretched, uneasy, uncomfortable, and miserable. The worker will even fear losing balance. The worker cannot stay in this position forever. Get responses from the group (the audience or those in the skit) as to how the worker can handle these areas of stress.

(1) The worker can decide to endure until he or she gets increasingly numb and no longer feels anything. Some of the pulling forces will conclude that the worker "no longer cares."
(2) The worker can get out by using brute force and some family members might accidentally get knocked down.
(3) The worker can look at each member of the family and see the hurt and/or conflict each may be experiencing and feel guilty and blame himself or herself for not being able to do what he or she wants. The blame may be projected to the family for getting the worker into these circumstances. Feelings may arise that the worker is mean, unloving, and deliberately hurtful.

PROCESS SKILLS CONCEPTS STRATEGIES

(4) The worker may collapse, become sick or helpless, and/or die.
(5) The worker may make deals and bribes he or she can't keep. Feelings of distrust will develop in the family group.
(6) The worker can yell for help or develop relationships outside the family.

d. Complete **"Work-Related-Stress Evaluation (Episodic and Chronic)"** (p. 582).

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

4. Burnout

a. Read **"Burnout"** (p. 586) Identify situations in which you or people you know have experienced burnout.

b. Complete **"Burnout, Frustrations, and Change"** (p. 588). Consider alternatives and their consequences.

c. List characteristics of workaholics. Describe how workaholism can promote burnout.

(1) Last one to leave office
(2) Bring work home
(3) Hard time fitting in vacation time
(4) Loner
(5) No outside interests
(6) Reading is work-related
(7) Never enough time to accomplish work
(8) Strong, competitive spirit
(9) Impatience
(10) Several people would need to be hired to replace

5. Coping Techniques

a. In small groups, discuss the following questions:

(1) How sensitive are you to another person's stress?
(2) How sensitive are you to the stress encountered by people in roles of authority?
(3) In what ways does stress help you be a more productive worker?
(4) What are some self-induced types of stress characteristic of workers?
(5) How can a personal handicap be a stress to a worker?

PROCESS SKILLS | CONCEPTS | STRATEGIES

PR

b. Select an item from a group of items found on a table, such as a snack food, a card with "REPORT DUE" written on it in red letters, a memo that says "Call home immediately," a notice of a dentist appointment, and car keys. List all the ways this particular item could cause stress. Share your list with the class.

c. Using practical reasoning, decide how you would cope with the situations in "Jobs and Families" (p. 589).

d. Experience "On-the-Job Stress Reducers" (p. 590).

e. Reflect how work stress affects you, your family, and society. Create or select a poem, a poster, or a picture that helps you cope with stress.

WORK-RELATED-STRESS EVALUATION
(EPISODIC)

Directions: For each of the following events you have experienced during the past twelve months, transfer its "Average Value" to the corresponding line in the "My Score" column. If you have experienced an event more than once during past twelve months, you may record its value only twice. Total the "My Score" column to obtain your episodic work-related stress score.

EVENT	AVERAGE VALUE	MY SCORE
1. Being transferred against my will to a new position or assignment	81	________
2. Being shelved (moved to a less-important job)	79	________
3. Experiencing a decrease in status (either actual or in relation to my peers)	68	________
4. Being disciplined or seriously reprimanded by my superior	67	________
5. Having my request to be transferred to a new, more satisfying job rejected	65	________
6. Sustaining a sudden, significant change in the nature of my work	60	________
7. Learning of the cancellation of a project I participated in and considered important	60	________
8. Encountering major or frequent changes in instruction, policies, or procedures	59	________
9. Being promoted or advanced at a slower rate than I expected	58	________
10. Being transferred voluntarily to a new position or assignment (not a promotion)	52	________
11. Anticipating my own imminent retirement	47	________
12. Undergoing a major reorganization (at least throughout my department)	46	________
13. Experiencing a sudden decrease in the number of times I received positive recognition for my accomplishments (from any source)	46	________
14. Encountering a major change (increase or decrease) in the technology affecting my job (e.g., computers, techniques)	46	________
15. Giving a major briefing or formal presentation	46	________

Continued

Continued

16.	Encountering a significant deterioration in environmental conditions (e.g., lighting, noise, temperature, space)	45	
17.	Acquiring a new boss or supervisor	45	
18.	Sustaining a sudden, significant decrease in the activity level or pace of my work	43	
19.	Sustaining a sudden, significant increase in the activity level or pace of my work	37	
20.	Undergoing a major relocation of my workplace	31	
21.	Experiencing an increase in status (either actual or in relation to my peers)	30	
22.	Being required to work more hours per week than normal due to crises or deadlines	29	
23.	Experiencing the transfer, resignation, termination, or retirement of a close friend or valued colleague	24	
24.	Being promoted or advanced at a faster rate than I expected	24	
25.	Acquiring new subordinates	23	
26.	Encountering a major change in my work schedule	23	
27.	Acquiring new coworkers	21	
28.	Experiencing an increase in the number of times I received positive recognition for my accomplishments	20	
29.	Encountering a significant improvement in environmental conditions (e.g., lighting, noise, temperature, space)	17	
30.	Undergoing a minor relocation of my workplace	5	
	TOTAL		

If you score 480 or higher, you run a 90 percent risk of a change in your health. A score of 232 indicates a 50 percent risk. A score of 80 indicates a 10 percent risk.

(Keep in mind these are statistics on average Americans.)

Source: Unknown

WORK-RELATED-STRESS EVALUATION
(CHRONIC)

Directions: Stressful, day-to-day conditions, such as those listed, often exist at work. Indicate the relative frequency with which you experience each of the following sources of stress by writing in the appropriate response number. Total all the numbers in the "Frequency" column.

FREQUENCY SCALE: 1. Never
2. Infrequently
3. Sometimes
4. Often
5. Always

FREQUENCY

____ 1. I am unclear about what is expected of me.

____ 2. My coworkers seem unclear about what my job is.

____ 3. I have differences of opinion with my superiors.

____ 4. The demands of others for my time are in conflict.

____ 5. I lack confidence in management.

____ 6. Management expects me to interrupt my work for new priorities.

____ 7. Conflict exists between my unit and others it must work with.

____ 8. I get feedback only when my performance is unsatisfactory.

____ 9. Decisions or changes that affect me are made without my knowledge or involvement.

____ 10. I am expected to accept the decisions of others without being told their rationale.

____ 11. I must attend meetings to get my job done.

____ 12. I am cautious about what I say in meetings.

____ 13. I have too much to do and too little time in which to do it.

____ 14. I do not have enough work to do.

____ 15. I feel overqualified for the work I actually do.

____ 16. I feel underqualified for the work I actually do.

Continued

Continued

____ 17. The people I work with closely are trained in a field that is different from mine.

____ 18. I must go to other departments to get my job done.

____ 19. I have unsettled conflicts with my coworkers.

____ 20. I get no personal support from my coworkers.

____ 21. I spend my time "fighting fires" rather than working according to a plan.

____ 22. I do not have the right amount of interaction with others (too much or too little).

____ 23. I do not receive the right amount of supervision (too much or too little).

____ 24. I do not have the opportunity to use my knowledge and skills.

____ 25. I do not receive meaningful work assignments.

____ TOTAL

If you total 76 or more, you run a 90 percent risk of a change in your health. A score of 61 indicates a 50 percent risk. A score of 43 indicates a 10 percent risk.

Source: Unknown

BURNOUT

Overload, or burnout is very individualized and generally occurs or is a result of an overreaction in our life. Stress or tension energizes us to carry on, it is good and needed, but it is important to look at extraordinary stress. "Burnout" can be due to either overworked or underworked conditions.

Some characteristics of burnout due to overwork are:

- Working as a "Workaholic"

  Cancels personal activities to get the work out

  Works through lunch and coffee breaks

- Has a "Savior complex"

  Carrying too much - making judgments about what others want and need

  Always carries an overloaded briefcase

  Has an overdeveloped sense of responsibility

  Fear or reluctance to delegate

  Perfectionist

  Fails to prioritize

  When it feels like your life is one long staff meeting, it's time to stop.

Some characteristics of burnout due to underwork are:

- Lose interest in hobbies and other outside projects

- Bored, apathetic, much in life is insignificant

- Often see a flip-flop of wishes:
  - Urban professionals want to live in the country
  - Welfare worker wants to get an assembly line job

- Boredom in a job that is highly repetitive:
  key punch, bookkeeper

- Boredom in a job where a person is highly underemployed
  Political Science professor working in the welfare department as an eligibility technician

**Add yours on the reverse side.

Continued

Continued

SYMPTOMS OF BURNOUT AT WORK AND AT HOME

- Withdrawal from friends, no coffee time
- Need 10, 12, 13 hours of sleep
- Hate Monday mornings
- Anger, mumbles to self a lot
- Blows up, inappropriate anger
- Physical illness: colds, rashes, headaches
- Avoidance of getting up and going to work
- Sleeplessness
- "Lock" on a problem - 90% of waking hours or wake up at night and ponder it
- Full of indecision
- Psychosomatic, depending on stress, get a certain type of illness, ie. asthma
- Become cynical
- Reduced social activities
- Increased accident prone
- Sense of confusion, panic
- Tardiness and absence, leave or want to leave work early
- Feeling sorry for self, feel used, resentful

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p. 244-245.

BURNOUT, FRUSTRATIONS, AND CHANGE

Directions: From the list below, rank, in order of importance the frustrations leading to burnout in Column I along with a description of how it is experienced in your life in Column II. Then, in small groups, share and brainstorm options for change. Write the options in Column III.

Common Causes of Burnout On the Job

- Not enough money
- Too many hours
- Career dead-end
- Too much paper work
- Not sufficiently trained for the job
- Not appreciated by clients
- Not appreciated by supervisor
- No support for important decisions
- Powerlessness
- System not responsive to client's needs
- Bad office politics

COLUMN I	COLUMN II	COLUMN III
Frustrations or causes of burnout	How do you experience this frustration? What are your clues and behaviors? Give examples.	What are some possible options for change?

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p. 246.

JOBS AND FAMILIES

If you were in the following situations, how would you cope with the situation?

1. "Out of Synch"
   Your partner has decided, and you agree it is important, to take a class after work in order to be in line for advancement. Since your partner arrives home later than usual three nights a week, you serve the children early and clean up the kitchen. Then your partner arrives, eats and leaves the kitchen in a mess--which you clean up. You feel that all you do when you get home is cook, serve, clean up one shift, just in time for the next shift and a repeat of the scene.

2. "Influence of Coworkers"
   You have just landed a new job where you start work at 3:00 p.m. Your coworkers all arrive at 2:00 p.m. to have coffee together and congregate. You and your partner have a commitment to co-parenting. So you spend your time with the preschool age children and doing things around the house in the morning and early afternoon. You've saved the hour before work for yourself. As a result you get to work about ten minutes before the shift starts. Your coworkers (about 30 in all) are aware of the situation and are always bringing up the discrepancy between their situations and yours.

3. "Influence of Children"
   Your nine-year-old child has been excelling in swimming and the instructor feels your child could make the swim team with a bit more lessons and practice. Your child's grandparents remark at what a wonderful opportunity. You have arranged for your child to go to an excellent family day care home for the summer months. In order to arrange the swimming lessons you would have to leave for work one half hour earlier three mornings a week and use your lunch hour to pick up your child and drive to the family day care home. You keep your lunch period sacred--it's your only time during the day that's just for you.

4. "Your Job Influences Your Self-image"
   Your office is short one person and the personnel department has been looking for a person, but the process is lagging on. In the meantime you have been covering this position. You have been doing two jobs. The added responsibility has meant more time at work and the added stress has zapped your energy. Your family tells you that you are "burning the midnight oil" and they feel your exhaustion and weariness when you arrive home. You like the extra recognition you receive from your boss, but nothing has been said about any type of "concrete" recognition or remuneration for your efforts.

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p. 248.

ON-THE-JOB STRESS REDUCERS

1. Time-out for eyes. Turn your face to the wall or look out the window (whatever is less conspicuous). Close your eyes and roll your eyeballs upward. Take two deep breaths.
2. Mini push-ups. Put your arms at your sides, fingers pointed forward. Now bend your hands backward as far as possible and hold them rigid. Count to twenty (if you have time) and release. Put your hands in your lap for a few seconds and enjoy the feeling of release.
3. Roll-arounds. Roll your head in a circle several times and then reverse the direction. Repeat for as long as you can comfortably, each time rolling more slowly and fully.
4. Lean-tos. Lean from side to side in your chair until your hands are touching the floor with each lean. If observed, you can always pretend you're picking something off the floor.
5. A mini mind-vacation. Close your eyes and visualize yourself in your favorite place, such as in the mountains, at the ocean, or in bed. Stay there until your body feels it's there too. If you have cold hands or feet, visualize yourself in a warm, friendly place and warm those extremities.
6. Standing room only. If you must stand for extended periods, shift from foot to foot, exaggerating the movements by bending your knees and ankles.

Source: Unknown

CONCERN: **WORK AND FAMILY**

MODULE: COMMITMENT TO WORK AND FAMILY

FACT 3.43

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	1. Responsibilities of Family Members	a. Interview (or have a panel discussion by couples who are at three different stages of the family life cycle and who are both working.) Have each couple discuss the effects of the family on the job. Analyze the information to see if effects differ during various stages of the family life cycle.
		b. Separately role-play three different stages of the family life cycle. Analyze how considerations differ at each stage and why.
PROBLEM		c. Given a job demand and a specific stage in the family life cycle, role-play with a partner how you would respond to your boss if he or she confronted you with one of the following requests: (1) You are offered a promotion that requires traveling and being away from home at least three nights per week. (2) You are asked to work more overtime--about 10-20 hours per week. (3) You will be paid a $2,000 bonus for performing a special job with a high degree of risk. (4) You have been assigned a job in which you have to work closely with a member of the opposite sex.
	2. Responsibilities to Employers	a. Invite a panel of employers to discuss the effects of the family on the job and vice versa. Analyze your findings to see how these effects may be related to the family life cycle.
PROBLEM		b. In each situation below, determine what you would do if you were the employer: (1) An employee talks with his or her children at least three times each day between 3:00 and 5:00 p.m., when the children are home from school. (2) An employee refuses to work overtime due to "other commitments" and you need the employee's services.

(3) An employee constantly arrives to work late because the child's babysitter is late arriving at your employee's home in the mornings.

3. Sex Roles and Commitment

a. In small groups, determine how well the following statements are accepted today versus in your grandparents' day. Identify factors that have caused the change.

(1) Women are more committed to working because they must earn the income.
(2) If a woman works outside the home, she has to be less committed to work than her spouse because she has the major family responsibility.
(3) Both men and women are committed first and foremost to the family; work comes second.
(4) By being committed to work, you really are committed to family. After all, what are you working for if not to help your family?

b. Debate the following statement and then list pros and cons side by side: The degree of commitment to work is based on sex.

4. Situational Factors

a. Compile a list of work-family decisions. Identify possible situational factors affecting the decisions.

b. In two groups, develop short case studies of work-family decisions. Switch case studies among the groups and discuss the situational factors involved.

5. Temporary Versus Permanent Aspects

a. After reading the following "Before and After" situations related to commitment, work in small groups to make generalizations about the temporary versus permanent aspects of commitment.

(1) During the first week of the job, Ed gets to work early and stays until the job is complete.	After three months, Ed arrives at work on the dot or 10-15 minutes late. He is out the door as soon as possible, whether the work is done or not.
(2) Before Lois was married, she devoted evenings and weekends	Since Lois has married, she has cut out extra work hours.

PROCESS SKILLS	CONCEPTS	STRATEGIES

to her job.

(3) Before Paul was a father, he took lots of work home to do in the evenings.	Since Paul's daughter was born, he does not take work home.
(4) When Peter and Janice were married, they vowed they would always be together on weekends.	After several years of marriage, Peter and Janice no longer make a point to reserve the weekends for family time.
(5) Before Cheryl got to know the kids in her neighborhood, she spent lots of time with her family.	After Cheryl got to know new friends, she made little effort to spend time with her family.

Generalizations may include some of the following:

(1) Commitment to work or family is related to a person's stage in the life cycle.
(2) Commitment is an idea that may be permanent, but various situational factors may alter the commitment.
(3) Time is a situational factor of commitment.
(4) Certain points in our lives facilitate and/or necessitate commitment to work or to family.

b. Assume that the persons in the above situations are unhappy about the changes that have occurred. Discuss the alternatives available to them and the consequences that may result.

6. Balance of Work and Family

a. Agree or disagree with the following statements. Justify your responses.

(1) I always choose my family before my job.
(2) Work always comes first: I have no choice.
(3) It's better to "live to work" than to "work to live."
(4) Working overtime is an integral part of being a loyal employee.
(5) Work and family are naturally in conflict with one another.

PROCESS SKILLS | CONCEPTS | STRATEGIES

PR

b. Apply the practical reasoning process in solving the problems listed bleow. To complete the worksheet "Effects of Work on Family" (p. 597), use the add-on technique, in which ..."

(1) Your new mate is jealous of a colleague you are working with on a new company project.
(2) You are a police officer and have been assigned a member of the opposite sex as your partner--your mate is not happy.
(3) Your faithful babysitter calls. The babysitter is ill and will not be able to keep your child that day. You have an important obligation at work.
(4) The school calls you, the father, at work to tell you your son is ill. Your boss considers ill children the wife's responsibility.
(5) You have been offered a raise of $6,000 a year--but it would mean moving out of state. Your daughter is a senior in high school and doesn't want to move.
(6) Your company is closing down your plant. The company offers to transfer you to another plant 75 miles away. You have two years left until retirement.
(7) You have worked for a business for 25 years. You now have an opportunity to buy the business at a very reasonable price.

c. Interview three employed persons of different ages and in occupations. Ask about their current commitment level to their work and to their families. Ask how the commitment levels have changed over time. Form some generalizations about your findings. Share your findings with other group members.

d. Create a situation that you might be currently facing that involves your commitment level to work and family. Indicate your alternatives and consequences. Indicate the situational factors that affect your commitment. Determine what, sex role expectations if any have affected your commitment level.

EFFECTS OF WORK ON FAMILY

Directions: Apply the practical reasoning process to a problem. Complete only the first portion before passing it on to a fellow participant who will complete only the next step.

A. Identify the problem:

B. What more do you need to know about the problem?

(Pass worksheet on to next student.)

C. Read the above. What choices do you really have in solving this problem?

(Pass worksheet on to next student.)

D. Read the above. Select one of the choices listed in B. List all the effects this choice could have on your work.

(Pass worksheet on to next student.)

E. Read the above. Select a choice not previously selected and list all the effects it could have on your work.

(Pass worksheet on to next student.)

F. Read the above. Consider the effects listed in C and D and make a decision.

My decision would be:

(Pass worksheet on to next student.)

G. Read the above. Evaluate the decision made. Do you think this was the best decision? Why or why not? Would you make the same decision? Why or why not?

CONCERN: WORK AND FAMILY

MODULE: SCHEDULING CONCERNS

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Quality Time	a. Create positive self-talk statements for the situations below. (1) Your child is in a school play this evening and you have to work. (2) You need to work on a project for your boss and your mother has asked you to take her to the doctor. (3) You thought the entire family would be home this evening and you found out your two teens have two different meetings.
		b. Discuss the quality versus the quantity of time spent with family members. Determine how quality and quantity time can apply to the work world as well as the family world.
		c. Develop time schedules for an employed single parent and for dual-career parents. Develop one schedule to emphasize the quality of time spent with the spouse and the children; develop a second schedule to emphasize the quantity of time spent with the spouse and the children. Consider which schedule would be better for the children and for the parents. Determine the factors that would influence the choice of quantity time or quality time.
		d. Discuss why some people appear to have more than 24 hours in a day while others appear to have much less.
	2. Flexibility	a. Observe a teacher demonstrating and explaining flexibility and rigid inflexibility. (Use the analogy of a soft rubber or nylon comb [flexible] and a brittle plastic comb [rigid]. The flexible comb can perform necessary tasks while the plastic comb may break in the process of trying to perform tasks.)
		b. Work in groups to devise written situations that cause typical scheduling concerns in participants' lives. Exchange the written situations and work

PROCESS SKILLS | CONCEPTS | STRATEGIES

in groups to apply flexibility to the situations.

3. Shared Responsibility

a. Identify who has the responsibility to manage or organize the schedule of family and work in participants' homes. Consider positive and negative aspects of one family member's doing all the scheduling. Brainstorm what each family member can do to assist.

b. Observe and share episodes in the media that depict family scheduling concerns. Show responsibility taken by family members to prevent the problem.

c. Create your own humorous or serious drama to depict possible scheduling concerns. Show responsibility taken by family members to prevent the problem.

d. Brainstorm devices to assist in smooth scheduling of work-family activities.

e. Brainstorm techniques and policies of the work setting that could help prevent scheduling conflicts.

(1) Flextime
(2) Society and work
(3) Family leave (for school conference)
(4) Coordination of vacation with children's school holiday

PROBLEM

f. Given a particular work-family scheduling conflict, explain how you could use flexibility, quality time, and shared responsibility to resolve the conflict.

4. Management Techniques for Worker and Family

a. Brainstorm techniques for improved management in the home. Using these techniques, question five working families to determine which techniques are used. Ask about other management techniques the families use, such as those who

(1) Prepare food in quantities and freeze.
(2) Rotate laundry chores among members.
(3) Plan meals in advance to minimize the number of shopping trips.
(4) Keep outdoor planting at low maintenance.

PROCESS SKILLS **CONCEPTS** **STRATEGIES**

(5) Organize toys and work items so they can be located quickly.

b. Listen to a panel of parents who have been employed for less than two years. Be prepared to ask panel members questions.

(1) How has your management changed since you have both been employed?
(2) What changes have occurred in work done at home?
(3) Have you altered standards in home care since you were both employed?
(4) What kinds of household jobs get postponed?

c. Find references in the library that discuss home management techniques. Share with others.

5. Management for Leisure

a. Discuss why it may be necessary to manage for leisure. Determine why leisure might be overlooked in the dual-earner family. As a group, determine a specific problem related to the managing work and family. State the problem in question form. In small groups, determine what other factors need to be considered regarding the selected problem. Discuss alternative solutions and how goals and values will affect the solution. Determine which alternatives each of you would choose to solve the problem. Take a vote. Allow proponents of the most common solution to defend their choice. Vote again for the class solution.

b. Write on the board the words SELF, FAMILY, and SOCIETY. Discuss how the solutions to the previous management problems would affect each.

Discussion Questions

- Would the solution be acceptable to most of society, to your own family, to yourself in real life?
- Does the solution require resources not normally available in most communities?
- Will this solution to the selected management problem be best for you at this time?
- Might the solution be different 5 years, or 15 years from now? Why?
- What values do you hold now and might you hold in the future?
- If you act on the values you have now, will it help you achieve your goals 50 years from now? Fifteen years from now?

PROCESS SKILLS | CONCEPTS | STRATEGIES

6. Available Resources

a. Make a list of public and private local agencies that could serve as resources for managing work and family.

b. Complete the following regarding resources for management.

(1) Five material resources available to most families include...
(2) Five human resources available to most families include...
(3) List two resources that are not available locally but would be useful to most families...
(4) List five techniques to assist families in managing home and family, such as:

HUMAN	MATERIAL
(1) Neighbors	(1) Updated filing and bookkeeping materials
(2) Extended family	(2) Time-saving household equipment
(3) County extension agent	(3) Time saving
(4) Hired household or yard assistance	(4) Selection of products that require minimum care
(5) Increased responsibility of all family members	(5) Library resources
(6) Library personnel	(6) Money management guides from bank or finance company

c. List on large sheets of paper all the possible resources to help a family manage work and family. Display the resources. Note duplications. Categorize the resources as human resources and material resources.

d. Assess the resource list to determine what resources are available in your work and family situation that you had not considered as a resource.

CONCERN: **WORK AND FAMILY**

MODULE: PARENTING CONCERNS

FACT 3.45

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION	1. Concerns of Working Parents	a. In small groups, brainstorm to identify parenting concerns of working parents on large sheets of paper. When completed, post the sheets around the room. Discuss how these concerns could affect work. b. Research and debate the statement "Mothers of small children make poor workers." c. Identify the needs of your child that you think you are not meeting and the needs you are meeting.
PROBLEM	2. Parenting Concerns and Conflicts	a. In small groups, research various parenting concerns and/or conflicts that exist when parents work. Use Reader's Guide for resource articles that pertain to these common concerns. Examine alternative sources of help for each problem. (1) Time with family (2) Perceptions of the world around you (3) Rearrangement of resources and strengths (4) Changes that are anticipated when the mother goes to work (5) Ways jobs are shared in your home if you already work (6) Special problems associated with the young child (0-5 years) (7) Special problems associated with the school age child (6-12 years) (8) Special problems associated with the adolescent child (13-18 years) (9) Dad's share in household duties that traditionally belonged to women (washing dishes and clothes, shopping, cooking, cleaning) (10) The negative and positive effects on the family b. Think of yourself as having a half dozen people, each pulling at you from a different direction. Consider how uncomfortable or miserable this would make you feel. Think of the pullers as your job, your children, a community or religious function.

Discussion Questions

- How would these opposing forces tear at you as a parent or spouse?
- What could or would you do to remedy the situation?
- How do your values affect what you do when you feel this way?

c. At times parental responsibilities conflict with job responsibilities. Identify some of these conflicts by listing them under the following headings:

  (1) Conflicts that could occur when you have preschool children
  (2) Conflicts that could occur when you have school-age children
  (3) Conflicts that could occur when you have teenagers

d. Identify issues related to reducing parenting concerns and conflicts.

  (1) Quality of time spent together
  (2) Communication opportunities and ways to improve and clarify them
  (3) Structured family time and activities that are important enough to precede all other priorities
  (4) Solving problems as they arise, being careful to meet individual needs based on individual circumstances
  (5) Recognition and acceptance of family unit differences--middle-class families have different values and discipline techniques will differ from "working class" values and discipline techniques
  (6) Good and consistent child care

PROBLEM

3. Single Parent Concerns

a. Read "Children in One-Parent Families" (p.606) and discuss the problems for children and parents and the strengths evidenced in the descriptions.

b. Consider the following methods to combat loneliness as a single parent:

  (1) Get together once a week with another family. Entertaining adults will give you mature conversation as well as boost your ego.
  (2) Break with traditions. Start new ones and involve children in planning.
  (3) Change location of everyday meals (patio, lawn, picnics in the park).

c. In groups, explore alternative ways of meeting challenges in the situations described below. Share the consequences for yourself, your family, and society.

(1) "There are times when I'm fed up with my kids! I can't deal with them effectively and there's no one I can turn to and say 'All right, you take them for awhile.' I've got to be there all the time for my children." (facing problems alone)

(2) "My six-year-old daughter does not remember the times her daddy and mommy lived in the same house. She asks about it and we tell her there's a mommy's house and a daddy's house. She accepts the idea. She wants me to get married again and have babies because she's lonely." (loneliness)

(3) "My eight-year-old son came home from school the other day and asked me what the word 'illegitimate' meant. After some discussion I found that someone told him he was an illegitimate child. How can I deal with this stigma?" (social stereotyping and stigma)

(4) "I don't know how I can keep our house and pay all the bills. Jim is not sending checks regularly and I have to watch every penny." (finances)

(5) "I'm concerned about my daughter having someone to look up to...to model herself after. I don't have much time for dating because of my work and I want to spend as much time as possible with her. I'm afraid I won't be instructing her properly, like a mother would. How I wish Jane had not been killed in that car accident." (opposite-sex role models)

(6) "My child still does not believe her father is leaving us. I'm not sure how to deal with this." (explaining situation to child)

(7) "I feel like a failure! I couldn't make my marriage work and now Jenny is feeling guilty, as if she were the cause of our divorce!" (maintaining a positive self-concept)

(8) "I'm trying to get myself together, for my own sake and the children's. Don's death was so sudden. I just can't handle it all." (dealing with grief)

(9) "Now that I've had my baby, my parents say I have to take the responsibility for it. What a rip! I thought Mom would quit her job to take care of it so I could go back to school. They won't even give me money for child care, but I guess I should be grateful they're letting me live here at home." (finding child care)

d. Discuss in writing the statement "It is the adequacy of a single parent's adjustments that determines how well the children develop."

PROBLEM

e. Brainstorm problems children have in living in single-parent homes and blended homes. Prioritize the problems and give suggestions for coping or dealing with the problems.

f. Review "Bill of Rights for Parents" (p.607). Write self-talk permissions for each right.

4. Concerns about Children

a. Read the following situations and determine whether each would be a positive or a negative outcome for the child(ren) of working parents.

(1) There's no one at home to talk to.
(2) Everyone is cleaning on Saturday.
(3) Mom and Dad aren't home to start dinner.
(4) You use the phone until your parents come home.
(5) You must watch your brothers and sisters until your parents gets home.
(6) You watch TV all afternoon.
(7) You have the responsibility of making dinner.
(8) Dad and Mom aren't home to check if you're home and "grounded."

b. Decide what you would tell a friend who commented to you, "I work full-time, but am worried about my children after school. They come home to an empty house. We have no latchkey program available and no neighbors or family willing to help. What can I do to keep my children safe for one and a half hours after work?"

5. Time with Children

a. Record the time you spend with your children and the activities you do. Determine how you could increase the amount of time you spend with your

PROCESS SKILLS	CONCEPTS	STRATEGIES

children and improve the quality of the things you do during that time together.

b. Brainstorm ideas for having quality time with your children.

6. Family Communication

a. Consider communication patterns and parenting conflicts. Read **"Communication and Parenting Styles"** (p. 608). Decide what styles are more comfortable to you. Identify which situations you could not accept. Justify your decisions as they will apply to you, your family, and your society.

b. Explain why communication is important in parenting roles when parents both work and have so little time for this function as compared to the nonworking parent.

c. Pretend you are an employer. You want to support strong family relationships among your workers. You have found that employees who are happy at home are the most productive on the job. Create slogans that could placed on the employee bulletin board to promote this concept. Discuss the slogans' meanings and display them in the room after they are completed.

7. Resources

a. Respond to the six situations described below. Describe the kind of help the parents need. For each situation, generate alternatives for solving the problem. Always include the alternative of taking no action. Then analyze the consequences for each alternative. Consider how each decision affects other individuals, including the parent, the child, relatives, and the community.

(1) The parents of a two-year-old are frustrated by the child's constantly saying no.
(2) The parents of a nine-month-old are upset because the child is not toilet-trained yet.
(3) A father is alcoholic and abusive to his child. The mother wants help.
(4) The parents of a mentally retarded child are not satisfied with the educational program available to their child.
(5) Susan is 14, pregnant, and unmarried. She wants to keep her baby and stay in school. Her own parents work and cannot care for the baby.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(6) Peter is reading on his own at age four. He also appears to be gifted artistically.
		b. Using resources, develop a list of parenting problems or use problems previously identified. For each problem, find sources of help. Consider child-care classes, child-care books and pamphlets, organizations such as LaLeche League, Parents Anonymous, mental health organizations, children's services, Tough Love, Extension, and gifted children association.

CHILDREN IN ONE-PARENT FAMILIES

Directions: Read each situation. Identify and discuss the problems the children and parents are experiencing. List strengths in each situation.

1. Jimmy is 18 months old. His mother, Susan, is unmarried and 20 years old. They live in a two-room apartment with meager furnishings. Susan has a job as a salesclerk and has to work very long hours. An elderly lady next door keeps Jimmy during the day, but has no interest in small children. When Susan comes in from work, she is usually tired and doesn't want to spend time with Jimmy. Her nerves are always on edge and she loses her temper and spanks Jimmy for no reason. It has even gotten to the point that she resents him because she would like to go out and have some fun like other girls her age.

2. Steve deserted his wife, Alice, soon after Lorie was born. Lorie is now five years old. Alice and Lorie live with Alice's mother, Sadie. Alice works long hours as a waitress. Lorie attends kindergarten and Sadie is always at home when Lorie gets home from school. Sadie and Alice enjoy taking Lorie places. They give her lots of attention and affection. Lorie doesn't miss her father, whom she has never seen.

3. Mike and his wife, Ann, have recently divorced. Mike has custody of their small children, Michelle, age 4, and Larry, age 6. Mike is an assistant bank president and has enough income to support himself and the children well. The children love their father, but they can't understand why their mother went away. They miss her and wonder why she doesn't want them.

4. When Ralph and Martha were divorced, Martha was granted custody of their three children: Lisa, age 6; Julie, age 8; and Billy, age 12. Ralph has visiting rights. After school is out in June the children go to stay with their father in another state until school starts in September. He is very permissive and never says no. When it's time for Lisa, Julie, and Billy to return home to their mother, they don't want to go. They know Martha will not let them do as they please. Ralph says they can stay. He says there isn't anything the law can do to make him return the children to Martha, since he lives in another state.

5. Douglas is ten years old. His father died two years ago, so he and his mother, Linda, live alone. Linda is a legal secretary in a large law firm and has had little trouble, financially, raising her son. Douglas misses his father, but over the past couple of years he has been able to accept the fact that his father is gone. His Uncle Fred visits them often and takes Douglas on camping trips to the mountains. Linda works h with him as possible.

Source: What to Do Regarding Nurturing Human Development, Ohio Department of Education (Columbus, OH: 1983), p. 438.

BILL OF RIGHTS FOR PARENTS

Dr. Fitzhugh Dodson, author of How to Parent, has suggested the following Bill of Rights for parents:

1. You have the right to your own feelings and the right to express them to your children.

2. You have the right to be the authority in your home.

3. In the hierarchy of family loyalties and priorities, your marriage comes first and your relationship with the children comes second.

4. You have the right to take periodic vacations from being a parent.

5. You have the right to make mistakes in bringing up children.

6. You have the right to pursue your own career and interests.

7. You have the right to be a fallible, imperfect human being.

8. You have the right to be yourself.

COMMUNICATION AND PARENTING STYLES

Although effective family communication is not THE answer to solving a family's problems, it is a way to approach the family's goals. It isn't a cure-all for conflicts between work and family; however, it is a necessary foundation from which to approach the tensions and conflicts.

Communication is related to parenting styles. Rudolf Dreikurs, a prominent family life educator, has identified several parenting styles: autocratic, permissive, and democratic. Another style, mentioned in other literature, is called hypocritical.

These four parenting styles may overlap, although in each we can see an identifiable, dominant pattern of parent-child interaction. It is common for parents who basically use one style to occasionally resort to characteristics of the other patterns. You might consider some situations in which your parents have used all four!

(1) The autocratic parent relies upon punishment or the threat of it to enforce his or her dominance. Children are considered irresponsible and incapable of rational decisions without parental presence. The parent's behavior is usually authoritarian, demanding, uncompromising, directing, and moralizing. The children usually react as compliant, dependent, resistant, frustrated, angry, and rebellious.

(2) The permissive parent is nearly the opposite of the autocratic. These parents relinquishes to other institutions (schools, churches) their parental responsibilities to guide their children's behavior. Children are forced to make their own decisions without parental guidance. The parent's behavior is usually noninterfering, nondirective, and nondemanding. The children usually react as confused, uncertain, angry, frustrated, and independent.

(3) The hypocritical parents have high standards for their children, but which they themselves have not adhered to. They have a "Do what we say, now what we do" style. The parents' behavior is usually conflicting, confusing, inconsistent, and indefinite. The children react by being confused, angry, and cynical.

(4) Democratic parents believe their role is based on personal involvement and two-way communication. Emphasis is on understanding, reasoning, and clarification of values and decisions. Their standards and expectations for the children's behavior change as the children grow. The parent's behavior is interactive, verbal, adaptable, supportive, understanding, and rationalizes. The children are trusting, satisfied, accepting, understanding, and patient.

Source: What to Do Regarding Coordinating Work and Family, Ohio Department of Education (Columbus, OH: 1983), p. 112.

CONCERN: **WORK AND FAMILY**

MODULE: PARENTING SKILLS

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	1. Roles of a Parent	a. Create an advertisement for hiring a parent. Share the Using the ads, compile a list of common characteristics b. List the roles of a parent. Rank each role according to parenting. Estimate the percentage of time you spend in how your use of time compares to the perceived importanc **Discussion Questions** •What values affect your parental roles? •How does your situation affect your roles? •What can you do to change roles?
	2. Developmental Levels of Children	a. Bring in childhood photos. In pairs, share your memorie at ages 3, 6, 12, 14, and 18. b. Using resources, "Overview of Child Development for Work "Month-by-Month Play Chart for Infants" (p. 617), and "Fo Children" (p. 621), identify social, emotional, physical, developmental levels of the ages of children listed belo findings. (1) 0-6 mos (2) 6-12 mos (3) 1-3 yrs (4) 3-5 yrs (5) 6-12 yrs (6) 13-15 yrs (7) 15-18 yrs
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		c. Analyze the alternatives to and the consequences of

PROCESS SKILLS **CONCEPTS** **STRATEGIES**

(1) Having too high expectations of a child
(2) Having too low expectations of a child

d. Research and develop learning activities for your children in accordance with their developmental levels.

PR

e. Using practical reasoning, decide what you would do if the following occurred:

(1) Your niece is frustrated that her 18-month-old son is not potty-trained. She thinks he should be. She comes to you for advice.
(2) Your four-year-old child talks to you in two-word and three-word sentences. You are not concerned but your doctor is.
(3) Your ten-year-old daughter worships the latest rock star, imitating hairstyle, dress, and mannerisms.
(4) Your 13-year-old daughter thinks she is very ill because she has never had a menstrual period. All her other friends have had periods already.
(5) Your teenage son openly defies and and rebels against you.

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3. Communication

a. Determine how you would respond to a child's making the following statements:

(1) I'm never going back to that horrible school again!
(2) I don't care what you say, I'm not going to do it!
(3) Why is grass green?
(4) Read me a story.
(5) I love you.

PROBLEM

b. Describe the communication used by parents in the following situations:

(1) Linda and Steve hold their baby as much as possible.
(2) Margaret avoids using baby talk with Jeremy. She uses complete sentences.
(3) Janice had the baby to please Jim, but she is so involved in her job that she rarely has time to play mother.
(4) Monica reads to her preschoolers every day.
(5) Lisa makes sure she hugs her children several times a day.
(6) James believes that a good spanking is the best way to teach his

children right from wrong.
(7) Lori enjoys singing songs to her infant when her children want.
(8) Holly gets so impatient when her children want to do this and that. Lately she feels like she is always saying no!
(9) Jean takes time to answer her preschoolers' questions and to teach skills as needed.
(10) Allan makes sure he takes time to listen to what his children say when he gets home from work.
(11) Mike smiles a lot at his children.
(12) Herb thinks his children talk too much so he is always telling them to be quiet.
(13) Diana praises her toddler each time he does something she approves of.
(14) Dean keeps telling his five-year-old that he is spoiled rotten.

c. Individually complete **"Communication With Children"** (p. 624). Rephrase the statements and questions.

d. In pairs, rephrase the following statements and role-play:

(1) Don't ride your tricycle that way.
(2) Don't pull the cat's tail.
(3) Do you want to eat?
(4) Do you want to take a bath?
(5) You are a slob with this messy room.
(6) You selfish hog. You are always hogging the phone.

e. In a skit, demonstrate a child trying to talk to a parent who is busy reading the paper. Identify the barrier to communication in this example. Discuss why people do not listen and what a person can do to listen well.

PROBLEM

f. Role-play situations using the listening skills of focusing attention on the speaker and of giving feedback.

(1) A nine-year-old daughter is telling her parents about the field trip at school.
(2) A 15-year-old son is asking his parents if he can go camping with the guys this weekend.
(3) A 17-year-old is trying to get a curfew changed.
(4) A parent is trying to explain to the children why they cannot get a

PROCESS SKILLS | CONCEPTS | STRATEGIES

video game.
(5) A parent is asking a teen daughter why she is depressed.

4. Child Guidance

a. Identify the parents' concerns about guiding children in the following situations:

(1) Suppose your four-year-old is playing on your new sofa. The plastic on one of the sofa arms has been punctured by the sharp point of a pencil, fourteen holes in all. The holes do make a beautiful design, if you like that sort of thing.
(2) Your eight-year-old comes home from school, or was it a tornado that swept through the living room? A sweater is on the floor; books are on a chair and on the floor; boots are dumped.
(3) Your three-year-old has just run his tricycle into the four-year-old next door. She is crying while he is riding on like nothing happened.

b. Individually complete the **"Attitude Inventory Children's Behavior"** (p.625). In small groups, share your responses and your reasons for those responses. Discuss if the differing responses indicate differing parenting methods.

c. Individually describe and list what you think would be successful behavior traits by age 18, such as self-control, independence, communication, and respect for self and others. In sharing these, discuss what parenting methods are needed for guidance.

d. Individually complete **"Parenting Methods"** (p.626) using the information provided. As a class, analyze the consequences of each of the nine responses. Identify parental values of various responses.

e. Complete **"How Well Do I Guide Children?"** (p.627).

f. As a group, decide which element of discipline--education, rewards and punishment, or natural and logical consequences--is being used by the parents making the following remarks.

(1) "Since you cannot leave, stop teasing your brother. Go to your room until you can come out and play quietly with him."
(2) "You went to bed for your nap cooperatively today and slept so long.

PROCESS SKILLS | CONCEPTS | STRATEGIES

Here is a nice cold fruit drink for you."

(3) "Looks like you are having trouble with that job. May I show you how to do it easier?"

(4) (Mother walks T.J. back across the street after he ran across without looking.) "Stop and look both ways before crossing the street. Is there anything coming? Okay, you may cross now."

(5) "Sorry you ran out of money this week; no more allowance until Friday."

g. Debate what is meant by "Punishment should match the crime." Compile a list of disobedient or unacceptable behaviors of children ages 3-12 and methods of handling those behaviors.

h. Determine the parenting method you would use when

(1) A small child runs into the street.
(2) A child is painting pictures on the walls.
(3) A child wants to play with a friend after school.

i. Brainstorm suggestions for setting limits. Cite examples for each limit.

j. Write behavior problems of children you are encountering on 3" X 5" cards. Collect the cards. Read each card aloud. As a group and using practical reasoning, discuss how you would handle each problem.

5. Self-esteem in Children

a. List things parents can do to make children feel good about themselves. Share specific actions and words. Review **"Characteristics of Positive and Negative Self-concepts in Young Children"** (p. 628).

b. Identify ways to boost your child's self-esteem through

(1) What you say
(2) Your understanding
(3) Your expectations
(4) Your problem-solving

c. Read **"A Memorandum From Your Child"** (p. 629).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	6. Children and Divorce	a. Describe changes in behaviors of children following a divorce. Review "Children's Reactions to Stress or Crisis in the Family" (p.631).
		b. For each stage in adjusting to divorce, cite examples of child behavior. Suggest ways to help a child cope. (1) Accepting reality (2) Disengaging from the parental conflicts (3) Adapting to loss (4) Resolving anger and blame (5) Accepting the divorce as permanent (6) Developing a future relationship with
		c. Discuss how the following factors affect a child's adjustment to divorce. (1) Change in income (2) Level of parental conflict (3) Styles of discipline (4) Openness of communication (5) Internal feelings (6) Isolation
PR		d. Using practical reasoning, answer the following questions: (1) How do you explain an ex-husband's girlfriend to a preschooler? (2) How do you get a child to understand and deal with a parent he or she hates? (3) How do you help a child to realize that the divorce is not his or her fault?
		e. Determine the effects of children's not adjusting to a divorce--upon themselves, their families, and society.

OVERVIEW OF CHILD DEVELOPMENT FOR WORKING PARENTS

Infants

- Babies need a person who will give them regular and continuous contact.
- At about 7-8 months, the "separation anxiety" stage occurs. The baby screams and wants you when you leave. This is a normal, health developmental sign and indicates that your child is gaining a new sense of self. This occurs whether you are with the child all day long or away at work.

Toddlers

- Toddlers are beginning to take their first steps toward independence, and continue to need people who give attention and affirmation of worth.
- All children at this stage begin to test out parent-imposed limitations. The child is not showing resentment of your working.
- The toddler needs firm, gentle, consistent guidance.

Preschoolers

- Preschoolers are becoming more interested in other children, friends become extremely important.
- These children need an environment where they can be active and have lots of opportunities to handle, use, work, operate, and maneuver materials, toys, stories, songs, and fingerplays.
- College achievement is not attached to preschoolers who are drilled in number and letter work. Employed parents can better spend their time talking with their children about every day experiences, including their in-home activities.
- Research has found that the "most effective reading instruction" for preschoolers comes as a result of parent using books with their children, NOT as a result of deliberate decision to TEACH reading. Therefore parents on the job, let go of your "teacher" job and become an explorer, investigator, and problem solver with your preschooler. It's more fun that way!

School Age Children

- Children about this age begin to prefer their own activities and friends. This should not be seen by working parents as "rejection." Working parents with limited time to spend with their own children can recognize this social need and invite friends to visit or accompany the family on its outings together.

Continued

Continued

The Teen Years

- During these years your child's first loyalty is to friends, NOT parents. This would be true, even if you were with your child all day long. It is NOT due to being an employed parent.
- The child is moving toward independence, both physical and emotional, and would even if you weren't employed.
- A suggestion is to "contract" with your child, or make regular "dates" that you all are comfortable with, rather than one that is imposed by you.

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p. 607-608.

MONTH-BY-MONTH PLAY CHART FOR INFANTS

BIRTH TO 1 MONTH

Babies like to
SUCK
LISTEN TO repeated soft sounds
STARE at movement and light
Be HELD and ROCKED

Give your baby
Your TALKING and SINGING
LAMPS throwing light patterns
Your ARMS

1 MONTH

Babies like to
LISTEN to your voice
LOOK up and to the side
HOLD things placed in their hands

Give your baby
A lullaby RECORD
A MOBILE overhead
PICTURES on the walls

2 MONTHS

Babies like to
LISTEN to musical sounds
FOCUS, especially on their hands
REACH and BAT nearby objects

Give your baby
A MUSIC BOX or a soft MUSICAL TOY
A soft security CUDDLE TOY tied to crib
Your SMILE

3 MONTHS

Babies like to
REACH and FEEL with open hands
GRASP crudely with two hands
WAVE their fists and WATCH them

Give your baby
MUSICAL RECORDS
RATTLES
DANGLING TOYS

4 MONTHS

Babies like to
GRASP things and LET GO
KICK
LAUGH at unexpected sights and sounds
Make CONSONANT SOUNDS

Give your baby
BELLS tied to their crib
A CRIB GYM
More DANGLING TOYS

5 MONTHS

Babies like to
SHAKE, FEEL AND BANG things
SIT with support
PLAY PEEK-A-BOO
ROLL over

Give your baby
A HIGH CHAIR with a rubber SUCTION toy
A PLAYPEN
A KICKING TOY

6 MONTHS

Babies like to
SHAKE, BANG and THROW THINGS DOWN
GUM objects
RECOGNIZE familiar FACES

7 MONTHS

Babies like to
SIT alone
USE their FINGERS and THUMB
NOTICE CAUSE and EFFECT
BITE on their FIRST TOOTH

Continued

Continued

Give your baby
- Many HOUSEHOLD OBJECTS
- Tin CUPS, SPOONS and pot LIDS
- A CLUTCH BALL and SQUEAKY TOYS
- A TEETHER and GUMMING TOYS

Give your baby
- BATHTUB TOYS
- More "THINGS"
- String
- More SQUEAKY TOYS

8 MONTHS

Babies like to
- PIVOT on their stomachs
- THROW, WAVE, and BANG toys together
- LOOK for toys they have DROPPED
- Make VOWEL SOUNDS

Give your baby
- SPACE to pivot and creep
- 2 TOYS at once to BANG together
- Big SOFT BLOCKS
- A JACK-IN-THE BOX
- NESTED plastic CUPS

9 MONTHS

Babies like to
- PULL THEMSELVES UP
- CREEP
- PLACE things generally where they're wanted
- Say "DA-DA"
- PLAY PAT-A-CAKE

Give your baby
- A SAFE CORNER of the room to EXPLORE
- TOYS tied to his HIGH CHAIR
- A metal MIRROR
- A JACK-IN-THE-BOX

10 MONTHS

Babies like to
- POKE and PROD with their forefingers
- PUT THINGS IN other things
- IMITATE SOUNDS

Give your baby
- A big PEGBOARD
- Some CLOTH BOOKS
- MOTION TOYS

11 MONTHS TO 1 YEAR

Babies like to
- USE their FINGERS
- LOWER THEMSELVES from standing
- DRINK from a cup
- MARK on a paper

Give your baby
- PYRAMID DISCS
- A large CRAYON
- A baking TIN with CLOTHESPINS
- His own DRINKING CUP

1 YEAR TO 13 MONTHS

Babies like to
- CREEP
- CRUISE
- USE 1 or 2 WORDS
- USE their FINGERS
- Be HUGGED

Give your baby
- A BABYPROOF HOUSE
- CUDDLING
- A STACKING TOWER

13 MONTHS

Babies like to
- STAND UP, SIT DOWN
- Try FEEDING themselves
- RELEASE OBJECTS with more precision
- IMITATE YOU
- Play WHERE'S BABY

Give your baby
- His own DISH, CUP, SPOON
- Your GAMES with him
- FITTING TOYS

Continue

Continued

14 MONTHS

Babies like to
Put SOUNDS together
Have an AUDIENCE
SEARCH for hidden toys
PILE 2 or 3 blocks

Give your baby
Your ATTENTION
WOOD BLOCKS
A CONTAINER TOY

15 MONTHS

Babies like to
WALK ALONE
FLING objects
FILL AND EMPTY
RESPOND to KEY WORDS
Exercise HAND SKILLS

Give your baby
Big OUTDOOR TOYS
Your CONVERSATION
MANIPULATIVE TOYS

16 MONTHS

Babies like to
SQUAT DOWN
Walk CARRYING things
Use SAND
ROUGHHOUSE

Give your baby
PUSH and PULL TOYS
Big SOFT TOYS
Indoor and outdoor SANDBOX
YOU on the FLOOR

17 MONTHS

Babies like to
LUG, TUG, DRAG things
Wave BYE-BYE
Use WATER
Get INTO EVERYTHING

Give your baby
WATER AND POURING TOYS
HAMMERING TOYS
Your WATCHFULNESS
Bigger PULL TOYS

18 MONTHS

Babies like to
OPPOSE YOU with "NO"
GET what they want NOW
Use WORDS with GESTURES
CLIMB STAIRS

Give your baby
Your DIPLOMACY
A toy TELEPHONE
Cloth PICTURE books

19 MONTHS

Babies like to
CLIMB UP onto everything
MOVE to MUSIC
IDENTIFY parts of themselves
SORT OBJECTS and SHAPES

Give your baby
A SHAPE-SORTING BOX
A RECORD PLAYER out of reach

20 MONTHS

Babies like to
FETCH and CARRY
DIG and MESS
Have things THEIR WAY
REMEMBER from yesterday
TAKE things APART
USE 15 to 20 WORDS

21 MONTHS

Babies like to
Claim "MINE"
MARK ON PAPER
POINT to objects in BOOK
TURN PAGES
FIT things TOGETHER

Continued

Continued

Give your baby
  A carrying CASE
  Little CHORES
  Your PATIENCE
  THINGS to take apart

22 MONTHS

Babies like to
  FIT SHAPES
  WATCH GROWNUPS
  PUT things BACK
  COME when CALLED
  SCREW and UNSCREW

Give your baby
  SHELVES for his toys
  HELP in putting things away
  Simple PUZZLES
  A plastic JAR with crew LID

Give your baby
  A big CRAYON and PAPER
  PICTURE BOOKS
  A CONSTRUCTION SET

23 MONTHS

Babies like to
  Use 3 WORD SENTENCES
  RUN
  HELP with household tasks
  Hear RHYMES
  Work with their FINGERS

Give your baby
  A DOLL or TEDDY
  A TOY to RIDE
  A MOTHER GOOSE BOOK
  FINGER manipulative toy

*Adapted from: S. Streepay, _Your Child from Birth to Two Years: A Comprehensive Guide to Educational Materials_, Vol. I, The Learning Child, Inc., New York, New York, 1971, pp. 86-89.

FOR PARENTS OF CHILDREN

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
At Two	Large muscle development. Runs, vigorous, energetic collapses with fatigue. Rhythmic. Dawdles.	Observant. Puts words together. Learning tied to first hand experience. Imitative. Tests self and others.	Very active. Wants to be independent and do things for herself in own way. Hard time making up mind and changes it quickly.	Working on AUTONOMY. Has mind and will of her own. Going through dependency-independency struggle. Begins to become person in her own right.
At Three	Good balance, skeleton lengthening. Large muscles developed (i.e. legs for running) small muscles beginning to develop (i.e. fingers for using scissors). Near-sighted. Learning to jump. Calls attention to development "watch me."	Language skills emerging. Interest in words. Talkative. Questioning. Child begins to take another's point of view. (Pre-operational stage, lasts until about 6).	Continues to understand more than she can say. Beginning to share. Sociable, egocentric. Enjoys adult conversation and attention.	Is working on self-reliance, self-assurance, making choices. Continues to work through self-control or loss of self-control.
At Four	Small muscle control developing. Cause and effect relationships. Verbalized in solving problems. Prefers children to adults.	Imaginative. Fears may surface: dark, animals, etc. May have imaginary companion. Talkative. Can wait for short periods.	Prefers children to adults. Defies parents. Likes nonsense words. Focus on detail. Very active. Starts things that she may not finish. Very energetic. Great talker, tells many stories, tending to exaggerate.	Working in INITIATIVE. Enterprising, adventurous, energetic. Willing to take risks, bold, has lots of energy and is an "inventor."

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
At Five	Hops and skips, throws ball. Has increasingly good coordination, masters buttons and shoe laces. Habits of eating, sleeping and elimination fairly well established. Occasional accidents. Defined hand preference.	Sensory. Well-adjusted talks incessantly. Reliable, stable. Can symbolize thoughts through drawings. Focus on detail. Begins to see things as a whole. Imagination is noted and is in an overall creative period.	Makes up meaningless words with lots of syllables. Laughs, giggles. Imitates adults in her play. Friendly, outgoing, certain everyone likes her. Cooperative.	Observes and imitates behavior of adults, curious. Shows beginning of responsibility for actions and self-assertiveness within the limits of conscience.
At Six	Legs lengthen. Can turn somersaults. Brain has completed growth in size. Six year permanent molars appear. Begins to lose front baby teeth.	Judgment beginning to develop. Rules are more meaningful. Child knows consistancy of objects even though appearances change. Enjoys the acquiring of knowledge and skills. (Operational Stage begins, lasts until age 12).	Interested in carrying through. Depends less on others for washing, eating, toileting, etc. Pride in independence. Pride in appearance.	Beginnings of ACCOMPLISHMENT. Sense of industry - steady, works to apply knowledge, interested in "productive labor." Likes real tasks that can be carried through to completion.
6-7-8 Years	Slow to gain in height weight. (2-3 inches and 3-6 pounds a year). Greater skill with hands. Watch for childhood communicable diseases. Sleeps 11-13 hrs.	Can tell time. Active, noisy and busy. Likes adventure stories. Lively conversationalist. Beginning to know right from wrong.	Sense of humor. Enjoys group play. Fights are frequent but do not last long. Sex play may occur. Modesty increases.	Is highly critical of own efforts. Repeats performances in an attempt to improve. Sense of accomplishment continues to develop.

AGE	PHYSICAL	MENTAL	SOCIAL	
9-10-11 Years	May be "long-legged." Permanent teeth to occur. Appetite good. Sleeps 10 hrs. Growth spurt in girls. Menstruation may begin.	Discusses abstract ideas such as honesty and justice. Organizes knowledge into more classes that become more complex. Can think inductively and deductively.	Is a hero worshiper. Belongs to gang of own sex, intolerant of opposite sex. Highly influenced by friends. Has a well-developed sense of fair play.	Consci other embarr others privil
12-13 Years (Early Adolescence)	Girls develop breasts, are usually taller and heavier than boys of same age. Growth spurt in boys begins. Awkwardness common, posture poor. Appetite increases.	Disregards hobbies that earlier tied her to childhood. Beginning of independent-dependent struggle. (Creativity Stage begins, lasts until about 17).	Becomes less involved in family activities. Reluctant to accept adult advice or criticism. No longer the compliant, agreeable, disciplined child. Child is questioning, talking back, testing out.	Workin reassu differ and de depend shelte indepe is.
14-15-16 (Middle Adolescence)	Boys are in period of growth spurts, voice deepens. Girls have usually achieved maximum growth. Menstruation established, though may still be irregular. Pimples are a common problem.	Risk taking common as person tries to prove self to be fearless, powerful or sexy. Begins to be able to respond to life with fully developed mental capabilities.	Strong "peer" group allegiance. Is likely to be critical, argumentative and unsure of self. In disagreements blames both self and parents. Friends provide support. Need for adolescent to achieve emotional separation from parents.	Indulg music (i.e. or loo really Workin and ho
17- (Late Adolescence)	Sleep reaches its adult pattern. All permanent teeth except wisdom teeth.	Principal growth task is to become a competent, worthwhile, independent adult.	Further emancipation and assumption of adult roles. Severs ties with family - may move out.	Workin intima friend Can re intima

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COMMUNICATION WITH CHILDREN

1. Translate these DON'TS into DOs.

   a. Don't drag your sweater in the dirt. ____________________
   b. Don't scream at me.____________________
   c. Don't talk with your mouth full.____________________
   d. Don't run in the store.____________________
   e. Don't talk back to me.____________________

2. Change the belittling comments these illustrations to one which would build confidence.

   a. Mary broke a glass when she was drying the dishes. "Don't be so clumsy," said the parent.

   ____

   b. Four year old Susie wet her panties. "You're a bad girl," stated the parent.

   ____

   c. Bill bumped a tree when he was mowing the lawn. "Can't you ever do anything right?" yelled the parents

   ____

3. Restate the questions following these situation statements to give a choice which you can accept.

   a. Your are visiting and you expect Katy to wear one of two dresses. Your say, "What do you want to wear?"

   ____
   ____

   b. Your are having dinner in a restaurant and have a limited amount of money to spend. You ask "What do you want to order?" ____________________

   ____

   c. You feel it would be best for your daughter to go to a public residential college. You say "Where do you want to go to school?"

   ____
   ____

   d. You are visiting with your four year old and you have to leave in order to meet an older youngster at school. You ask "Do you want to go now?" ____________________

   ____

ATTITUDE INVENTORY FOR GUIDING CHILDREN'S BEHAVIOR

Individuals have various attitudes toward the guidance of young children. Indicate how strongly you agree or disagree with each of the statements below by circling the appropriate letter. Circle "A" if you strongly agree, "a" if you agree, "?" if you are undecided, "d" if you disagree, and "D" if you strongly disagree.

A a ? d D 1. Parents should begin to train children at an early age for the responsibilities of adulthood.

A a ? d D 2. Parents' wishes should be considered before children's.

A a ? d D 3. Parents should try to get children to help with work around the house, but it is usually more trouble than it is worth.

A a ? d D 4. Children should be punished for misbehavior.

A a ? d D 5. Children should be required to eat the food that has been prepared for them.

A a ? d D 6. Children should probably have money even though they will usually spend it foolishly.

A a ? d D 7. Parents should be willing to guide and assist with their children's activities.

A a ? d D 8. A certain amount of disorder is to be expected in a home with active young children.

A a ? d D 9. An important aspect of discipline is helping the child learn to control his own behavior.

A a ? d D 10. Children should be encouraged to assume new responsibilities as they show readiness and interest.

A a ? d D 11. Children may disagree with their parents, but it is best to just ignore them when they do.

A a ? d D 12. Children should be required to finish all their household chores and homework before they play outdoors with their friends.

A a ? d D 13. Most children will often need physical punishment.

A a ? d D 14. Children should not be allowed to express disagreement with their parents.

A a ? d D 15. Children's secrets are not important enough to worry about.

PARENTING METHODS

DEFINITIONS

Parenting methods — a process of disciplining and rearing children learned from personal experience with one's parents, society, and professionals and/or from information gained from magazines, books, and parent education classes.

Authoritarian — a parenting method in which the parent is "the boss," the defender, and the rule maker; the parent's word is law, not to be questioned, and misconduct is punished.

Permissive — a parenting method that gives a child freedom of choice in his behavior and makes the child responsible for the behavior he chooses; discipline is lax.

Democratic — a parenting method in which the parents set limits and enforce rules, but are also willing to listen to a child's requests and questions; there is freedom of expression for all individuals involved.

Discipline -- a process of controlling a child's behavior to help him conduct himself appropriately in the presence of others and to become an effective member of his family and society.

Identify the training pattern being used below by placing the correct letter in the blanks provided: "A" for authoritarian, "P" for permissive, and "D" for democratic.

_____ a. Ignores questions

_____ b. Is characterized by a "hands-off" policy

_____ c. Stresses cooperative sharing and guidance

_____ d. Considers crying a signal of distress

_____ e. Begins with leaving baby alone when it cries to avoid "spoiling it"

_____ f. Answers questions honestly

_____ g. Sets few, if any, limits or boundaries for the child

_____ h. Gives increased trust, freedom, and responsibility to teens

_____ i. Bosses more as child grows older

HOW WELL DO I GUIDE CHILDREN?

Directions: Place a check in the appropriate column for each of the techniques. Under "Comments" write how you could have used the technique if you have failed to use it when needed or not had an opportunity to use it.

Guidance Techniques (Helps) to Desirable Behavior:	Used technique	Failed to use when needed	No opportunity to use	COMMENTS
1. Gives reasonable, positive directions, suggestions				
2. Is consistent in giving directions				
3. Explains clearly and simply				
a. What is happening				
b. What is going to happen				
c. By answering questions asked				
d. Reasons why				
4. Explains and/or shows how to act				
a. Sets limits				
b. Shows correct way to do things				
5. Expects satisfactory behavior				
6. Gives all the freedom possible				
7. Lets child have experiences				
8. Helps child when it is needed				
9. Gives approval to child				
10. Gives affection				
11. Shows acceptance of child and her or his individuality				
12. Recognizes accomplishments				
13. Redirects undesirable activity				
14. Uses questions only when child has a choice				
I use these techniques easily:				
a.				
b.				
I need work on these techniques:				
a.				
b.				

CHARACTERISTICS OF POSITIVE AND NEGATIVE SELF-CONCEPTS IN YOUNG CHILDREN

Child with Positive Self-Concept	Child with Negative Self-Concept
•Is unafraid of a new situation	•Seldom shows intiative
•Makes friends with other children easily	•Relies on others for direction
•Experiments easily with new materials	•Seldom enters new activities
•Trusts his/her teacher even though he/she is a stranger to him/her	•Asks permission to do anything
•Is cooperative and can usually follow reasonable rules	•Seldom shows spontaneity
•Is largely responsible for controlling his/her own behavior	•Seldom enters new activities
•Is creative, imaginative, and has his/her own ideas	•Is possessive of objects
•Talks freely and may have difficulty listening to others because of eagerness to share his/her experiences	•Talks very little
•Is independent and needs only a minimum of help or directions from the teacher	•Is possessive of objects
•Seems for the most part to be a happy individual	•Withdraws or aggresses and reacts with signs of frustration

Source: D. Silvernail, Developing Positive Student Self-Concept (Washington, D.C.: National Education Association, 1985), p. 44.

A MEMORANDUM FROM YOUR CHILD

1. Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.

2. Don't be afraid to be firm with me. I prefer it. It lets me know where I stand.

3. Don't use force with me. It teaches me that power is all that counts. I will respond more readily to being led.

4. Don't be inconsistent. That confuses me and makes me try harder to get away with everything that I can.

5. Don't make promises; you may not be able to keep them. That will discourage my trust in you.

6. Don't fall for my provocations when I say and do things just to upset you. Then I'll try for more such "victories."

7. Don't be too upset when I say "I hate you." I don't mean it, but I want you to feel sorry for what you have done to me.

8. Don't make me feel smaller than I am. I will make up for it by behaving like a "big shot."

9. Don't do things for me that I can do for myself. It makes me feel like a baby, and I may continue to put you in service.

10. Don't let my "bad credit" get me lots of your attention. It only encourages me to continue it.

11. Don't correct me in front of people. I'll take much more notion if you talk quietly with me in private.

12. Don't try to discuss my behavior in the heat of a conflict. For some reason my hearing is not very good at this time and cooperation is even worse. It is all right to take the action required, but let's not talk about it until later.

13. Don't try to preach to me. You'd be surprised at how well I know what's right and wrong.

14. Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.

15. Don't nag. If you do, I shall have to protect myself by appearing deaf.

16. Don't demand explanations for my wrong behavior. I really don't know why I did it.

17. Don't tax my honesty too much. I am easily frightened into telling lies.

Continued

Continued

18. Don't forget that I love and use experimenting. I learn from it, so please put up with it.

19. Don't protect me from the consequences. I need to learn from experience.

20. Don't take too much notice of my small ailments. I may learn to enjoy poor health if it gets me much attention.

21. Don't put me off when I ask HONEST questions. If you do, you will find that I stop asking and seek my information elsewhere.

22. Don't answer "silly" or meaningless questions. I just want you to keep busy with me.

23. Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

24. Don't ever suggest that you are perfect or infallible. It gives me too much to live up to.

25. Don't worry about the little amount of time we spend together. It is how we spend it that counts.

26. Don't let my fears arouse your anxiety. Then I will become more afraid. Show me courage.

27. Don't forget that I can't thrive without lots of understanding and encouragement, but I don't need to tell you that, do I?

TREAT ME THE WAY YOU TREAT YOUR FRIENDS, THEN I WILL BE YOUR FRIEND TOO.

REMEMBER, I LEARN MORE FROM A MODEL THAN A CRITIC.

Source: The King's Business Magazine, published by the Bible Institute of Los Angeles, Inc., by International Study Group Newsletter published by Chicago Council, Community Child Guidance Center, Inc., November, 1963

CHILDREN'S REACTIONS TO STRESS OR CRISIS IN THE FAMILY

There are many ways a child may react to stress. Each child may have his or her own pattern, and she or he may react differently at different times. Adults need to be alert to changes in a child's normal behavior every day and keep a diary of the child's behavior. What is the child now doing that she or he was not doing before? Note how she or he interacts with play materials, other children, parents, and other adults. Record any significant comments she or he makes. Some behaviors to watch for include

1. REGRESSION - The child may return to an earlier, more immature behavior, such as thumb sucking, bed wetting, and/or
2. WITHDRAWAL - The child almost pretends she or he is not alive.
3. ANGER - The child is aggressive, hostile, destructive, and/or has temper tantrums (after age two).
4. FEARS - The child may become fearful that what happened before may happen again, or she or he may become afraid of many things.
5. EXTREME OBEDIENCE AND COMPLIANCE - The child may believe that if she or he is very "good," everything will once again be fine.
6. SUBTLE REACTIONS - The child may experience a loss of appetite, overeat, have sleep difficulties, bite his or her nail, and/or stutter.

Some children will have no reaction to a stress; it may not be a "crisis" for them. Or, the reaction may be delayed, even as long as several months.

Some children copy the coping behaviors of the parent. Once the parent has successfully coped with the crisis, the child's behavior will probably return to "normal."

CONCERN: **WORK AND FAMILY**

MODULE: FAMILY RELATIONSHIPS

FACT 3.47

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL	1. Nurturance of Family Relationships	a. View photos or magazine pictures of two gardens. One is colorful, interesting, healthy, and weed-free; the other is overgrown yet bare in spots, colorless, and full of weeds. One is well-nurtured; the other has had little nurturance (care and guidance to further development). Consider family relationships and how they need nurturing to maintain health and life. Discuss what might represent the "weeds" within the family relationship. (1) Work time encroaching on family time (2) Lack of understanding of family members (3) Taking family members for granted
	2. Shared Knowledge of Work Activities	a. In pairs, explain the employment of a close relative. Determine why more is not known about the actual workplace by persons close to you. Consider and list on the chalkboard possible gains in family relationships when family members obtain knowledge of a spouse's, sibling's, or child's work world.
		b. Brainstorm to consider ways that family members can gain awareness of other family members' work world.
		c. Role-play a family situation in which knowledge of the work world in general and of family members' jobs in particular can assist in family nurturance. For example, Mother returns from work, kicks off her shoes, and mops her brow. Her child asks what is wrong and the mother says, "Eunice got a promotion. I know she's been there longer than I have, but I work harder and do better work. I was sure I'd get the promotion."
	3. Empathy	a. Define the word "empathy." Using resources, determine what is meant by empathy. Discuss how it differs from sympathy. Practice using empathy with

PROCESS SKILLS	CONCEPTS	STRATEGIES

others in the following roleplay situations.

(1) Son needs transportation to get to a new job.
(2) Father has a golf date.
(3) Mother needs to go out of town for a job and the children will need care.

PROBLEM

b. Write a "Dear Abby" letter requesting help because others don't understand you, don't realize how difficult your job is, and don't seem to see how hard it is to deal with both work and family. Collect the letters and redistribute them to participants. Write Abby's response using an explanation of empathy in your letter.

4. Recognition

a. Using several newspapers, locate and display ways people are recognized for outstanding achievement in the work world.

b. List ways to recognize family members for "outstanding achievement." Create ways to give more recognition to family members within your own family, within your community, and throughout society.

c. Using the "Have You Hugged Your Kid Today?" bumper sticker as a model, develop other slogans to recognize and nurture families.

5. Extended Family

a. Define "extended family." Use a graph or a pictorial technique to depict your extended family. Indicate those family members you interact with most closely. Indicate those family members you can rely upon when necessary.

b. Interview working parents to determine if extended family members are a help or a hindrance to the work world. Ask for examples.

PR

c. Use the practical reasoning process to determine what action to take in the following situations.

(1) Ed's Aunt Beulah enjoys taking care of children. Though she's busy and active in the community and works at various free-lance jobs, she welcomes having Ed's children in her home.

PROCESS SKILLS | CONCEPTS | STRATEGIES

(2) Paula's father had several heart attacks when he was in his late fifties. He is on a rigid diet and needs periodic medical assistance. Paula is his only child and Paula's mother died several years ago.

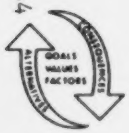
(3) Fred has moved from the South to live with his older sister and brother-in-law, Jessie and Hank. He plans to finish high school in the next two years. Jessie and Hank are pleased to see how their preschoolers and Fred get along together.

d. As a group project, create scenerios showing how any family composition can successfully incorporate work and family, but that some compositions require more coping, organizing, and planning than others.

6. Personal Time

a. Read "**What's Your Hurry?**" (p.636). Create self-talk statements accept giving yourself permission to accept time wasters.

634



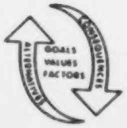
b. Identify the problem in the following situations, the consequences, and alternative actions.

(1) It is Friday evening. You are tired and would love to take a long bubble bath reading a magazine. Your children are clamoring for you to play a game with them.
(2) The house is a mess. It's the only time you have to clean it, and your favorite TV program is on.

7. Family Time

a. Brainstorm ways to relax as a family, including

(1) Favorite meal night
(2) Family tradition
(3) Game night
(4) Family awards nights
(5) Family Olympic day
(6) Family outing



b. Read "**Making Family Time**" (p.638). Identify potential problems in having family time. Discuss goals, values, and factors affecting family time. Suggest ways to promote family time.

8. Family Meetings

a. Using resources, discuss the use of a family council.

b. Review "The Family Council" (p. 639). Identify topics and issues that might be discussed in a family council. Categorize them according to giving information, solving problems, making plans and decisions, involving family members in tasks, airing concerns, and learning to interact.

c. Role-play a family council meeting for one or more of the following situations:

(1) The household chores are not getting done.
(2) A decision needs to be made on what to do about the family vacation.
(3) Everyone in the family has been treating one another unkindly.

Discussion Questions
•What alternatives were considered?
•How did values, goals, and situational factors affect the outcome?
•How does the family council affect each individual? The family as a unit? Society?
•What would families be like if everyone held family councils?

9. Healthy Families

a. Identify characteristics of a healthy family. Compare your list to **"Traits of a Healthy Family"** (p. 640).

b. List ways to strengthen your family. Share how this will affect your family and the family's future.

c. Discuss the impact of healthy families in our society.

WHAT'S YOUR HURRY?

Nobody wants to let her life slip away in wasted moments. But much of the time we call wasted may be the richest and most productive of all. On the rare occasions when I allow myself a long soak in the tub, I often emerge dripping with ideas. A pointless afternoon poking round town can reap surprising rewards--from etchings to inspirations, and always a replenished store of images, understandings, and ideas. The pleasure that lingers afterward is alone well worth the investment. The experience and its memory are well worth the price.

I know a man and a woman who many years ago had a long and lovely love affair. When it was over, the woman said: "Boy, was that ever a waste of time."

I know men and women with special talents who have forsaken business for the arts or a career for staying home with the kids. An I've heard people call that a "waste," too.

A day--or a year--of doing nothing or doing what we don't ordinarily do gives us a chance to chew our intellectual cud, to quite literally collect our thoughts, to digest ideas, to reflect on how we spend the time we're not wasting. Wasted time, in other words, is often the only time we have to think.

Clearly, there's a crying need for it: I asked a group of working mothers recently when they had time for contemplation. The unanimous reply was "between three and five in the morning." I have written most of my best essays on small slips of shopping-list paper in the kitchen in the middle of the night--the thoughts that didn't have time to surface during the day.

An editor friend walks 22 blocks to work in order to have time "to free-associate." And many women who work at home, for pay or otherwise, envy the long commutes their husbands complain about--time to read and look out the window and dream.

Women, especially, seem to have a hard time accepting the legitimacy of time spent doing anything that doesn't directly relate to a paycheck or a clean child or a cooked meal. "Reading the local newspaper is the one thing I think I'm entitled to," said a full-time housewife with two young children, "finding out what's going on in my little corner of the world. But while I'm reading it, I'm always thinking: I could have had three shirts ironed by now. Somehow, reading time doesn't seem to be allowed."

We would all agree that a man who comes home tired from the office deserves to unwind. Yet a woman tends to regard moments spent on herself as wasted. A successful financial executive finally realized in her 40s that regular exercise and a massage were not frills. "It's often part of a male executive's life to play squash or tennis and then get a massage, which they call a rubdown. I realized I needed this, too, to survive. But you'd be

Continued

Continued

surprised how many women in my position say they'd like to do that, but they can't find the time."

It would be nice to conclude that nothing we do is ever really a waste of time--that every moment we're caught in a traffic jam or watching a dumb TV show is somehow productive. But the truth is that most of us do kill or at least mutilate some of our time. The problem is, what is a waste and what isn't? Few would say that doing a favor for a friend is wasting time, but what about doing a favor for a stranger? There are those who think that sleeping is a waste of time--an idea with which I profoundly disagree. Watching TV or movies is obviously a matter of opinion: As my friend who is both a columnist and a mother said, "If I go to a screening and it's a great movie, I'll feel terrific. If it's lousy, I'll say, was this worth leaving my baby for?"

As someone who spends a great deal of time writing about science, I should know better about what is and is not wasting time. The phrase "idle curiosity" is ominously misconstrued. The most idle brain, any scientist or artist will readily tell you, is often the most fertile ground. Playing around with formulas or paints or phrases is the way that science and art and poetry are made.

Yet the road to success in this country often does not allow time for reflection and experiment. The person who will not work single-mindedly 18 hours a day cannot "hack it" in the corporate or political world. Everything that does not result in measurable productivity is, it seems, a "waste of time."

It may be old hat to point out that the mania to make the most out of time can mean consuming life like fast food, never lingering to savor a fine moment. Perhaps more important, it means we waste a lot more time than we think. Having a child who is clean behind the ears or a large collection of published works does not make one a better mother or a better writer. Only becoming a better person can do that. And that--for this writer and mother at least--is going to mean a lot more (wasted) time out for things like whistling in the dark and tilting at windmills and talking moonshine.

This article is from the June, 1982 issue of McCall's. Reprinted with permission of McCall Publishing Company.

MAKING FAMILY TIME

The Latir family lives in a suburban area where Mrs. Latir is a counselor at the local children's home. The Latir's have two children: Jeff, 15, and Carrie, 13. Mr. Latir is a salesman for a large company and is usually out of town during the week. When he returns home on Friday afternoon, the family usually spends some time catching up on the week's activities. Often, family outings are a part of the weekend plan, and camping plays a major part in these outings. The family has camped in 28 states.

The outings and other family activities usually include Sarah Latir, Mr. Latir's daughter from a previous marriage, who lives with her mother.

Next summer, the entire family, including the dog, Jo Jo, plan to go on a large camping trip through northern Canada. Though this plan involves some concern about summer jobs for Jeff and Sarah, everyone is working toward this activity.

The Hansons own a restaurant. The family includes Peggy Hanson, Jane, 18, Paula, 16, Andy, 12, and Grandma Carson. Everyone works in the restaurant, which operates from 6:30 a.m. to 8:00 p.m. In the last two years, the business has done so well that Peggy has hired four new employees. The Hansons would like to open a gourmet catering service to add to their restaurant. Peggy and Jane have been working on plans for this addition, but everyone is excited about it. Though the whole family agrees there are some problems with family life when operating a restaurant, they like the togetherness of the work as well as long summer weekends and free Mondays.

THE FAMILY COUNCIL

The family council is a regularly scheduled open forum at which time all family members can speak without interruption, with freedom of expression, without fear of consequences, and without regard for age or status. Its deliberations result in decisions only when all members present come to a common understanding.

There are many positive benefits that occur when a family uses a family council. These benefits include happiness, efficiency, communication, and less need for punishment.

Typically a family council meeting is concerned with all the relationships and business affecting the family. Some of the concerns may include

- Sharing information
- Solving problems
- Making plans and decisions
- Involving members in tasks
- Airing concerns
- Learning to interact

The family council sets a regular meeting date and time. All family members are invited but are not required to attend. However, those not attending should know that family decisions will be made regardless of the number of family members present. Even small children can participate in family council meetings. Each meeting needs a chairperson and secretary, which can be rotating functions. The meeting should be run in an orderly businesslike fashion. It should be open for grievances, issues, problems, and any matters of common concern that affect the family. It should not be used for family members to settle personal quarrels. Decisions are reached by consensus. Plans are recorded and posted at a designated place in the house. A good way to end a family council meeting is with some family fun, such as a special treat served afterward.

Family councils are not without hazards. Some of the hazards include

- A dominating parent
- A parent who complains too much during sessions and uses the family council to manipulate children
- A meeting that does not begin on time
- A parent who avoids attendance
- A parent who makes decisions that should be made by the family council
- Decisions that are not upheld
- Sessions that are canceled because there's "nothing to bring up"
- Persons who become discouraged when consensus is not reached immediately

The family council has tremendous potential for improving family relationships. It requires time, effort, involvement, and a personal commitment by all members, but the rewards are far-reaching.

TRAITS OF A HEALTHY FAMILY

- Communicates and listens
- Affirms and supports one another
- Teaches respect for others
- Develops a sense of trust
- Has a sense of play and humor
- Exhibits a sense of shared responsibility
- Teaches a sense of right and wrong
- Has a strong sense of family in which rituals and traditions abound
- Has a balance of interaction among members
- Has a shared religious core
- Respects the privacy of one another
- Values service to others
- Fosters family table time and conversation
- Shares leisure time
- Admits to and seeks help for problems

Source: D. Curran, Traits of a Healthy Family (San Francisco, CA: Winston Press, 1983)

FAMILY AND CAREER TRANSITIONS

4.0 What Should I Do Regarding Resource Management?

- 4.1 Concerns Regarding Financial Management
  - 4.11 Budgeting
  - 4.12 Credit
  - 4.13 Savings and Investments
- 4.2 Concerns Regarding Child Care
  - 4.21 Child-Care Options
  - 4.22 Child-Care Emergencies
- 4.3 Concerns Regarding Human Resource Management
  - 4.31 Time Management
  - 4.32 Community Involvement
- 4.4 Concerns Regarding Legal Issues
  - 4.41 Rights and Responsibilities
  - 4.42 Family Law
  - 4.43 Consumer Law

CONCERN: FINANCIAL MANAGEMENT

MODULE: BUDGETING

FACT 4.11

PROCESS SKILLS — CONCEPTS — STRATEGIES

MOTIVATIONAL
ACTIVITY

1. Costs of Living

a. Using references, develop a fact sheet on employment predictions about men and women in the year 2000. Also, develop a fact sheet on cost-of-living predictions. Analyze the relationship of the two. Prepare a graph that will demonstrate the significance of one to the other.

b. Respond to one of the following statements:

(1) The more you make, the more you spend.
(2) The more you have, the more you want.
(3) The best things in life are free.
(4) Money can't buy happiness.

ALTERNATIVES
GOALS
VALUES
FACTORS
CONSEQUENCES

2. Values in Financial Management

a. Complete "The Winner" (p. 652). Analyze how your values affect how you spend money.

b. Complete "What Would You Buy?" (p. 653). Discuss the values affecting the rankings.

c. List three recent purchases you have made. Identify the values underlying each purchase.

d. Agree or disagree with the following statements. Justify your responses.

(1) No matter how much you have, spend less.
(2) If I can't pay, I can owe.

e. Select four words or phrases to complete the sentence "Financial security is..."

Discussion Questions

•What phrases did you choose five years ago? Ten years ago? Six months

ago? Now? What phrases will you choose one year from now? Five years from now? Ten years from now?
- What factors (will) affect your choice of phrases now? What will affect them later?

3. Needs Versus Wants

a. Distinguish between needs and wants. Describe factors that may make a need for one person, a want for another person and vice versa.

b. Identify five needs and five wants. Determine how those needs and wants would change if the following occurred:

(1) You lost your job.
(2) You received a 10 percent raise.
(3) You became seriously ill and were off work for three months.
(4) You won $60,000 in the lottery.
(5) Your 13-year-old son decided to go to college after high school.

c. Complete **"Vine-Covered Cottage"** (p.654).

4. Financial Goals

a. Discuss the value of long-range goals and financial planning. Relate the possible consequences of purchasing an item now or later.

b. Share examples and experiences that demonstrate errors and effective skills in managing one's income. Compile a list of common errors and effective management skills. Identify skills you will need to acquire for money management.

Discussion Questions
- Why is it important or not important to have these skills?
- What might happen if you did not acquire these skills?
- How would this affect you, your family, and the community?
- On what do you spend the largest amount of your money?
- What are three things you do to manage your money?
- What one piece of advice would you give regarding managing money?

c. Individually, prepare a list of short-term and long-term goals. Underline those that will involve financial planning to achieve.

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

PROBLEM

5. Financial Independence

a. In small groups, analyze the case studies below. Note how employment and personal decisions influence the individual's life as well as that of his or her family, community, and nation.

   (1) Jane married immediately upon graduation from high school. She became employed at a fast food restaurant for one year. Three years later, she is divorced, living at her parents' home, and caring for her nine-month-old child. Her present means of income is Aid to Dependent Children.
   (2) Harry works part-time while attending vocational training courses in auto mechanics. He wants to own a body shop. Currently, he is working 50-60 hours per week at a reputable auto mechanics and body shop while living with three other guys in a house.
   (3) Martha is a 50-year-old widow who has never been employed outside the home. She does not want to find a job. She thinks that the government should take care of her since her husband paid taxes for over 35 years.

   Discussion Questions
   - Has financial independence been achieved? If so, how?
   - What type of decisions were made in relationship to education and employment?
   - What type of vocation and income did each person have?
   - How did the individuals' decisions effect themselves, their families, community, and nation?
   - What will be the short-term and long-term consequences? next year? in 20 years?

b. Decide and share how you would answer someone who told you the following:

   (1) Why should I bother getting a job when I have unemployment, my roommate has a good job, and my father paid for my car?
   (2) Why should I pay off my debts when I can't afford anything for me?

c. Research and prepare a report on your personal plans to achieve financial independence. Include reasons for choosing your plan and for other possible alternatives, ways to achieve your goal, why the choice will be workable for

PROCESS SKILLS | CONCEPTS | STRATEGIES

workable for you, and ways it will affect the well-being of yourself and others, now and later. Explain how your choice might affect your community and the nation. Identify resources you can use, such as education, government agencies, and social services.

6. Sources of Income

a. Discuss sources of income. Identify alternative income sources and the short-term and long-term consequences of using each, for yourself and your family. Create a chart of sources and consequences on the chalkboard. Research one of the sources of income, including

(1) Employment
(2) Inheritance
(3) Robbery
(4) Veterans' benefits
(5) Public assistance
(6) Social Security
(7) Pensions
(8) Payment for use of money
(9) Interest
(10) Dividends

b. List your sources of income. Identify and evaluate the percentage of income coming from each source.

Discussion Questions

- Are you satisfied with your level of income? Why or why not?
- Do the sources and percentages of income adequately meet your needs? Why or why not?
- What other sources of income have you overlooked?
- What would be the best sources and percentages of income for you? How can you achieve this ideal situation?

PROBLEM

c. Write a case study regarding one of the following income concerns of individuals or families:

(1) Retirement income
(2) Public assistance
(3) Investment income
(4) Irregular income

d. Clip out newspaper articles on Social Security or individual retirement programs. Debate the values, advantages, and effects of each program.

7. Expenses

a. Keep an individual log on personal expenditures. List typical expenditures on the chalkboard and divide them into "fixed" and "flexible" expenses.

Fixed		Flexible
Rent		
Life insurance	Food	Entertainment
Fire insurance	Water	Car operation (transportation)
Auto insurance	Long-distance telephone	Personal care
Other insurance	Local telephone	Clothing care
Taxes	Electricity	Medical care
Heat		Education
Savings		Emergency fund

b. Estimate the amount you spend on each of the following and then obtain actual figures from records you may have:

(1) Clothing
(2) Food
(3) Shelter
(4) Utilities
(5) Personal care
(6) Investments
(7) Transportation
(8) Medical care
(9) Dental care
(10) Insurance
(11) Recreation
(12) Education
(13) Other (books, magazines, music lessons)

PROBLEM

c. Decide how you would prioritize your flexible expenses if the following occurred:

(1) Your son needed braces.
(2) Your daughter received a $300 scholarship to attend a music camp. You are required to match the scholarship for her to receive it.
(3) Your teen wants designer-label clothes to "have what everyone else has."
(4) Your child breaks a leg.
(5) A refrigerator breaks down.
(6) The auto mechanic told you your car needed new brakes and tires put on soon.

d. Brainstorm ways to live with less. Categorize ways according to the use of human and material resources.

8. Personal Financial Plan

a. Brainstorm reasons for devising a spending plan. Suggest ways to avoid pitfalls in budgeting.

PROBLEM

b. Choose one of the three wage earners on **"Three Wage Earners"** (p. 655) sheet. Use resources to determine allocations for **"Financial Planning Sheet"** (p. 656). Give written justification for each expense allocation.

c. Divide into family size groups and have each group develop a plan for one of the family situations in **"Life Styles and Financial Planning"** (p. 657).

d. Research problems encountered by persons living on incomes provided through social security or public assistance. Determine utility, housing, medical, food, and entertainment costs. Relate these findings to what community organizations are doing to augment the income of families and individuals who cannot meet their needs without help. Suggest management strategies which can ease some of the problems.

PR

e. Develop a weekly (monthly) spending plan based on your own income and expenses. Using **"Budget Worksheet"** (p.658) and other resources, review references to select formats. Discuss the various formats using practical reasoning. Incorporate school lunches, meals away, sport events, clothing, transportation, and other recreation costs. Compare the percentages of your expenditures with the Bureau of Labor Statistics given below.

Budget "Guidelines"*

No "Standard Budget" will work for everyone. However, the following allocation percentages may be helpful as you analyze your own spending:

Lower budgets		Average-Higher Budgets
30-40%	Housing and Utilities	25-30%
17-22%	Food	10-20%
12-20%	Transportation	18-20%
3- 6%	Clothing and Personal Care	6- 8%
6- 8%	Medical Care	3- 5%
8-10%	Education, Recreation, Misc.	10-14%
3- 8%	Pension, Life Insurance	8-12%

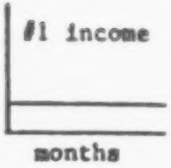
Remember, however, the above are just "rough" guidelines--only you can determine your spending allocations.

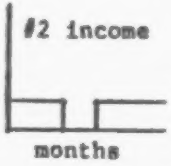
f. Figure the minimum income you need.

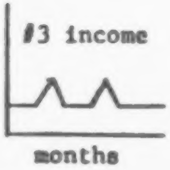
(1) Net income (base on your budget worksheet)
(2) Gross income = net income divided by 80
(3) Monthly income = gross income divided by 12 months
(4) Hourly wage = gross income divided by 2080 hours

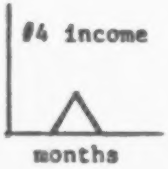
g. Share how people in different life stages--such as a college student, a single person employed for one year, a parent beginning a family, a parent of a growing family, a parent with a child in college, and retired family member--change their values and goals. Determine how these changes have affected their spending and financial planning. Further discuss how your values and goals might effect your planning.

h. Decide how to handle a personal budget for the following income flows:









PROCESS SKILLS	CONCEPTS	STRATEGIES

9. Consumer Skills

a. Practice the skills necessary to assist you carry out your financial plan, such as balancing a checkbook, developing an envelope budget system, shopping by unit pricing, and using resources. Develop a budget simulation using computer software.

b. Reflect on how the way you spend your money effects you, your family, and community by using the chart below. Test your thinking by using the questions that follow.

Expenditure	Self Effects	Family Effects	Community Effects

Discussion Questions
- What would happen if everyone did this?
- If you were another person, would you do the same?
- In a new situation, would you do the same thing?

c. Answer the questions on **"Making A Future Budget Work For You"** (p. 659).

d. Using **"Household Records Checklist"** (p. 660), organize your household records and valuable papers. Add any important items that are specific to your situation. Consider the importance of maintaining an up-to-date record-keeping system for household expenses.

10. Prevention of Financial Crises

a. Make a list of unexpected events and emergency expenditures which could occur and create a financial crisis. Discuss ways to deal with each crisis described. Determine how each crisis could be avoided.

b. Determine financial practices which are likely to bring about financial crises or disasters.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Discussion Questions •How and why do financial problems and crises differ among different individuals and families? •How do financial crises effect an individual's income or occupation? •How do financial difficulties change at different life cycle stages?
	11. Sources of Help	a. Determine what to do should you be faced with a financial crisis. Using resources, compose a list of social and government agencies that exist to help individuals deal with financial crises. Look in the yellow pages of the telephone directory to see if these agencies are available in your community. Note the type of crises each agency specializes in. b. Develop a list of services available to assist in financial crises. Include type of crises and the kind of help that can be provided for each. Discuss how these types of assistance might aid you, others, your family, and your community.
	12. Tax Record-keeping Responsibilities and Preparation	a. Review strategies for record-keeping. Review appropriate sources of assistance and advice on preparing tax returns. b. Obtain and complete a W-4 form. c. Write the Internal Revenue Service to request income forms and information on records needed, tax breaks frequently overlooked, and hints in completing forms. d. Send for and review various tax forms--city, state, and federal income tax forms. Using resources, complete a tax form. e. Invite a tax preparer or accountant to discuss the role and the responsibilities of the professional and the client in preparing taxes. f. Develop a list of qualifications and attributes of a good professional tax preparer.

Source: Bureau of Labor Statistics, NEWS, USDL: 85-402 (Washington, D. C.: U.S. Department of Labor, 9/27/85).

THE WINNER

Your ideas about how you would spend money give some indication of your values. Your choices may reflect your hobbies and interests, the needs and desires of your family and friends, and your ideas about the causes you feel deserve support!

If you won $100, what would you do with the money? Explain what you would do and tell why.

What I Would Do	Why

What would you do if the amount you won was $10,000? Explain what you would do and tell why.

What I Would Do	Why

If the amount was $100,000, what would you do with the money? Why?

What I Would Do	Why

Now list three ways you spend money in real life, and give your reasons for spending your money as you do.

Three Ways I Spend Money

Reasons I Spend Money These Ways

What differences do you see between the way you would spend the imaginary winnings and the way you spend money in real life?

WHAT WOULD YOU BUY?

Directions: Listed below are 15 items to purchase with "extra" money from your budget. In order, number the item you would buy first, second and so on.

______ Buy a car or get current car fixed

______ Buy books

______ Live in a nicer house

______ Save for future expenses

______ Take a vacation

______ Go to sports events, concerts, plays

______ Donate to a favorite cause or charity

______ Buy new clothes for family members

______ Eat out

______ Buy new furniture

______ Purchase insurance

______ Set aside money for retirement

______ Buy lottery tickets

______ Have a party for friends

______ Buy your children new toys and things they want

VINE-COVERED COTTAGE

Steve, 26, and Mary Ruth, 25, have been married now for six years. They have three children, Bobbie, 5 years, Dannie, 3-1/2 years, and Sue Ellen, 16 months. They rent a 75-year-old, two-story, three-bedroom house in a rural area. They are trying to save money to buy their dream house and satisfy their family's various other wants and needs. They are trying to decide what should be done first, second, third, and so forth. They are trying to consider each other's feelings, the budget, and the logical order of purchases and savings they should try to accomplish.

Steve works as a factory worker and earns around $350 per week take-home pay, and Mary Ruth works as a secretary, earning $250 per week take-home pay. Their approximate monthly budget is as follows:

Gas	$ 80.00	Gasoline	$100.00
Electricity	30.00	Insurance	40.00
Telephone	16.00	Entertainment	50.00
Food	250.00	Day-Care Center	140.00
House Rent	325.00	Used-Car Payment	95.00

Prioritize the following purchases for Steve and Mary Ruth:

____ Savings for house
____ Sewing machine to make family clothes
____ Lawn mower
____ Stove
____ Bed for baby
____ Curtains for the living room
____ Winter coats for the children
____ Color TV set
____ Shotgun for deer hunting
____ Tent for camping
____ Car
____ Couch
____ Throw rugs for dining room
____ Bicycle and tricycle

Source: What to Do Regarding Economics and Managing Resources?, Ohio Department of Education (Columbus, OH: 1983), p. 89.

THREE WAGE EARNERS

	WAGE EARNER #1	WAGE EARNER #2	WAGE EARNER #3
	This person lives with his or her parents. The pay is $3.35 an hour (minimum wage) for a 20-hour week.	This person has left school, and is renting a flat. The pay is $4.25 an hour for a 40-hour week.	This person has a two-year degree beyond high school, and is renting a flat. The pay is $6.50 an hour for 40-hour week.
GROSS PAY (one week)	$ 67.00	$170.00	$260.00
DEDUCTIONS			
Federal taxes (No. dependents claimed S-1)	2.90	21.30	41.60
State taxes	.29	1.19	2.75
City taxes (2%)	1.34	3.40	5.20
Social Security (6.7%) or other retirement	4.49	11.39	17.42
Insurance type			Hospital 4.00
Other type			Union Dues 3.00
TOTAL DEDUCTIONS	9.02	37.38	73.97
NET PAY (one week)	$ 57.98	$132.72	$186.03
x 4 (monthly pay)	231.92	530.88	744.12
x 8% to compensate for extra pays in the year	18.55	42.47	59.52
Average monthly pay	250.47	573.35	803.64
Income for use in a weekly budget	$ 58.98	$132.72	$186.03

FINANCIAL PLANNING SHEET

BUDGET FOR WAGE EARNER 1

Expenses	Monthly
Housing	
Transportation	
Clothing	
Food: lunch___ other___	
Personal	
Music supplies	
Magazines/Books	
Dues	
Entertainment	
School supplies	
Savings	
Gifts	
Other	
TOTAL EXPENSES	
Net Pay (weekly)	
Other Income	
Total Income	

BUDGET FOR WAGE EARNER 2

Expenses	Weekly	Monthly
Housing		
Utilities		
Food		
Transportation		
Medical needs		
Insurance		
Savings		
Clothing		
Laundry		
Hair care		
Gifts		
Magazines/Newspapers		
Contributions		
Entertainment		
Miscellaneous		
TOTAL EXPENSES		
Net Pay (weekly)		
Other Income		
Total Income		

BUDGET FOR WAGE EARNER 3

Expenses	Weekly	Monthly
Housing		
Utilities		
Food		
Transportation		
Medical needs		
Insurance		
Savings		
Clothing		
Laundry		
Hair care		
Gifts		
Magazines/Newspapers		
Contributions		
Entertainment		
Miscellaneous		
TOTAL EXPENSES		
Net pay (weekly)		
Other Income		
TOTAL Income		

LIFE-STYLES AND FINANCIAL PLANNING

Directions: Develop a budget plan for one of the case studies below.

Widow Betty Keller

Hi...I can't believe I'll be 57 next month. I've been a widow now for five years...doesn't seem possible. I don't have a car, really can't afford one...and, isolated in this rural area, I find it difficult to find a job. I guess I'm afraid to look for a job...I really don't have any skills...not typing, stuff like that. I've been a homemaker all my life. My children have their own families and have moved out of state. I do receive $150 a month from my husband's pension from the company and I'll receive more when I reach retirement age. Good thing we had some money saved when Ike died and that he had that life insurance policy for $20,000. I need some advice, can you help me get the most out of my money?

John and Nat, On Our Own

Cool, baby, cool...We finally got an apartment. We've wanted to be on our own since we were juniors starting vocational school. John and I have been friends since grade school. We even graduated this past June in the same trade area, welding, from the JVS. And we both make $8.00 an hour! This two-bedroom apartment, with a dining room, kitchen (stove and refrigerator), living room, and patio is just down our alley, $389 a month...but we do have to pay utilities. We're going to start looking for furnishings soon...we need everything...we're even sleeping on the floor in sleeping bags now. Do you have any hints you can give us?

Expectant Dena and Ed

Yes, we made the big decision for me to go back to school to get an associate degree in accounting. I've got a scholarship for tuition and books and have been working part-time bringing home $140 every two weeks. Dena and I have been married three years now. Needless to say, we both have mixed feelings about the baby we're expecting in eight months and the financial decisions that must be made. Dena is bringing home $275 every two weeks. If everything goes OK, she plans to work until her eighth month. I could graduate about the same time the baby is due, if I continue my schooling. We do have some savings, $250, but our house rents for $198 a month and it's too small for the baby and us, the car payment is $95 what should we do? Should I quit school even if I've been promised a $20,000 job after I graduate? How can I swing it?

One-Day-at-a-Time Krosky

Hi...I'll be 33 years old in September. My name is Mary Krosky; I'm a mother of a 6-month-old baby girl, Valerie Ann. I'm divorced. I get child support from my ex-husband, $86 a month. My mother takes care of Valerie while I work as a clerk-steno. I earn $3.30 an hour. My mother wants Valerie and me to move in with her; I'd rather keep the apartment, but I'm having trouble making ends meet. I need some advice...how do I budget?

BUDGET WORKSHEET

I. INCOME

Paycheck ____________
Government Supplemental Programs ____________

Total ____________

II. EXPENSES

Fixed Expenses	Actual	Suggested Budget
Rent/Mortgage		
Insurance		
Health		
Car		
Homeowners/Renter		
Life		
Loan Payments		
Car		
Furniture		
Education		
Personal		
Utilities		
Local Phone		
Gas		
Electric		
Water		
Sewage		
Garbage Removal		
Savings		
Taxes		
TOTAL		

Flexible Expenses	Actual	Suggested Budget
Food		
Recreation		
Clothing		
Household Items		
Personal Care		
Furniture		
Magazines/Newspapers		
Church/Charity		
Gifts		
Medical		
Club dues		
Long Distance Phone Calls		
Transportation		
TOTAL		

Total Income ____________
Total Expenses ____________

Balance ____________

MAKING A FUTURE BUDGET WORK FOR YOU

Directions: Answer the following questions:

1. How much would you have to take home each month in order to support yourself according to your proposed budget?

2. What kind of job can you find now with your education and experience that pays the money you need to support yourself?

3. What are some implications for your future planning?

4. What type of financial record-keeping system would you choose for your first budget? Why did you choose this system over others?

Food for thought — Most people stop budgeting for the following reasons:

1. They follow a budget for a life-style that does not apply to them.
2. They spend too much time recording minor details. They get discouraged because the budget takes too much time and energy.
3. They are disorganized and don't keep practical or accurate records.

5. How does the financial record-keeping system you selected avoid these pitfalls?

HOUSEHOLD RECORDS CHECKLIST

Dead Storage

All Active File papers over three years old--keep for three more years

Safe Deposit Box or place safe from fire

1. Birth certificates
2. Citizenship papers--passports
3. Marriage certificate
4. Adoption papers
5. Divorce decree
6. Wills, burial plot deeds, and burial instructions
7. Death certificates
8. Deeds
9. Titles to automobiles
10. Household inventory
11. Veterans' papers
12. Bonds and stock certificates
13. Important contracts
14. Social Security papers--numbers

Active File

1. Tax receipts
2. Unpaid bills
3. Paid bill receipts
4. Current bank statements
5. Current canceled checks
6. Income tax working papers
7. Employment records--resumes, recommendation letters, and employment history
8. Health benefits information
9. Credit card information--card numbers, expiration dates and company name and address
10. Insurance policies--company, agent, and policies
11. Copies of wills and burial instructions
12. Family health records
13. Appliance manuals and warranties
14. Receipts of items under warranty
15. Education information--transcripts and diplomas
16. Inventory of safe deposit box
17. Loan statements
18. Loan payment books
19. Bills for expensive items still unpaid, and receipts for payments made

Items to Discard

1. Salary statements (after checking on W-2 Form)
2. Canceled checks for cash or nondeductible expenses
3. Expired warranties
4. Coupons after expiration date
5. Other records no longer needed

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CONCERN: FINANCIAL MANAGEMENT

MODULE: CREDIT

FACT 4.12

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	1. Credit Sources	a. Consider alternative (legal and illegal) credit sources for Diana in the following scenario, and discuss the consequences of each action: Diana has saved $500 in the past three years to buy new living room furniture. The set she would like to purchase regularly costs $1,500, but is on sale for $1,200. She wants to buy it now while the cost is low. b. Read "Sources of Credit" (p.668). Determine if and when you would use each source. c. Divide into working groups and have each group research a source of credit, such as loans for individuals, banks, savings and loans, consumer finance companies, credit unions, insurance companies, relatives, and illegal lenders. Compare the cost of the credit from the various sources, and report the findings. Discuss the characteristics of a reliable source for borrowing money and the advantages and disadvantages of borrowing.
	2. Use of Credit	a. Compare the advantages and disadvantages of using cash and credit using "Pros and Cons of Cash and Credit" (p.669). Decide how to establish credit. b. Survey the group to determine if they would use cash or credit to make the following purchases. Individually analyze the reasons behind each choice. (1) Car (2) Groceries (3) Washer (4) Furniture (5) House (6) Dress (7) A TV (8) Gasoline (9) Car repairs

(10) Vacation expenses

c. Using resources, develop a plan for borrowing wisely. Share your plan with the class.

d. Using references, research types of advertisements and their relationship to the use of credit.

e. Collect advertisements which include the option of credit use or are advertisements for credit. Identify the ads' appeal or "sales pitch" to persuade the consumer to use the credit option, to take out a loan, or to use credit in some other way.

Discussion Questions

- What does the advertisement emphasize in relation to credit? What does it downplay?
- What type of credit is offered?
- Is the choice of credit in this situation a good use of credit or is it not advantageous to the consumer?

f. Determine the alternatives and consequences in each situation.

(1) John and Marsha had been married one year and felt they couldn't afford hospitalization. Marsha required emergency gallbladder surgery and had no way to pay the bill.

(2) Lamar has five years experience in food service. He has always wanted a business of his own. He is deeply in debt already; however, he has been offered an unbeatable deal on the corner donut shop.

(3) Shannon has always wanted to go to college. She has a job but knows it won't put her through college. Her parents are divorced and are not able to provide any help. It seems her only alternative is to borrow money.

(4) Ron was told to expect a promotion and a raise. He believed he could buy a new car on time if he took the expected raise into account. So he bought a new car three months before receiving the anticipated raise and promotion. However, the company developed financial problems and had to put a freeze on raises.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	3. Types of Credit	a. Review and discuss other sources of credit you or close acquaintances are presently using such as credit card, installment plan, revolving charge, layaway, cash credit, sales credit, and service credit. Read **"Types of Credit"** (p. 670).
		b. Discuss the popularity of credit cards. Using resources, working in groups, develop a chart listing (1) advantages and disadvantages of using credit cards, (2) the cost for use of credit card, (3) an interpretation of a monthly credit card statement, and (4) procedures to follow should you lose a credit card.
	4. Credit Costs	a. Visit or telephone three or more different types of retail stores. Investigate the cost of purchasing a given item with (same model and brand) on the different stores' installment plans. Report your results to the group. Compare the cost of credit and record your findings on a chart. **Discussion Questions** •Which source of credit should be used? •On what values, goals, and conditions do you base this decision? •Would everyone choose the same solution? Why or why not?
		b. Figure finance charges using different finance charge methods. Compare, discuss, and chart the advantage of each method for the lender and the borrower.
		c. Debate the following statements. Evaluate the debate, giving points for facts cited to refute or support the value positions. (1) Credit cards tempt people to overspend. (2) Credit should be used only for emergencies and absolute necessities.
		d. Using "You Pay for Credit" (p.672), figure the annual percentage rate (APR) for several purchases.
	5. Loan Qualifications	a. Invite a speaker from a nearby lending institution to discuss the ways to borrow for different purposes and what kind of loan a person might be likely to use, such as cash loans, character loans, co-signer loans, and

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

collateral loans. Ask the speaker to distribute and discuss a credit rating sheet used to determine the eligibility of a customer for a personal loan.

b. Locate sources of credit in your community where you could obtain $400. Research qualifications for the loan, repayment arrangements, interest rate, total cost of loan, and other services. Secure examples of credit applications and contracts. Develop a wall chart comparing the sources.

Discussion Questions
- What values, goals, and conditions might influence your decision?
- If you had children, or family obligations, what alternative do you think you might choose? Why?
- If everyone chose this alternative, what might happen?

6. Credit Application

a. Discuss how you would determine whether to lend something to another person such as $5, your car, a new outfit, or a pencil. Make a list of factors which characterize people who are good credit risks. Compare your list with the standards used by one or more local businesses.

b. (Teacher) Develop role situations on 3" X 5" cards. (For example, a single mother is applying for credit. She works part-time, makes $400 a month, lives with her parents, and is responsible for a car payment.) Obtain copies of a credit card applications and copies of a contract listing credit terms.

Divide into small, equal groups. Each person in half of the groups receive a credit card application and role situation card. The participants in the other groups are given the contract for credit terms. While half of the groups completes the applications as the person on their role card, the others read the credit contract. When the participants finish, the groups, exchange materials. Those individuals who had read the credit contract now receive the applications from the other groups. They now become the evaluators. It is their responsibility to decide individually if the person they are evaluating should or should not receive credit. They are also asked to write three reasons for their decision. The other group who had originally filled out the applications requesting credit are asked to write three reasons why they feel they should receive credit. At this point, the participants have not yet been made aware of the evaluator's decision. To

PROCESS SKILLS	CONCEPTS	STRATEGIES
		make the decision-making process a little more difficult, the evaluators are told that only half of the applicants could be accepted by them. Upon their conclusion, the evaluators disclose which of the applicants were granted the credit and give the rationale for their decisions. The students who are denied credit are then given a chance to express why they believe they should have received it. c. Complete a sample application loan form. **Discussion Questions** •What type of questions were asked? •What are your legal rights and obligations? •What are the consequences if everyone failed to complete the full application? •How might you feel as a lender if you were looking at your application? •Are you a good risk? Why or why not?
	7. Credit Risk	a. Invite a guest speaker from the local credit bureau. Find out how the credit bureau operates, the type of information recorded, and ways to challenge an inaccurate credit record. b. Complete "Are You A Good Credit Risk?" (p. 673).
	8. Potential Problems Caused by Misuse of Credit	a. Discuss possible reasons for misuse of credit. (1) Confusion regarding needs and wants (2) Desire for status (3) Poor budgeting (4) Failure to foresee emergencies or expenses b. Determine what you should do if you find you have misused credit. Use resources to identify alternatives, consequences, and factors effecting the resolution of problem. c. Analyze "What Now" (p. 674). Role play alternative ways to handle the problems described.

PROCESS SKILLS | CONCEPTS | STRATEGIES

d. Complete **"Your Credit Status Evaluation"** (p. 676). Decide if you can realistically afford your credit by using **"Credit Signal Light"** (p. 677).

9. Consolidation Loan

a. Invite representatives from a credit counseling service, debt adjustment agency, or finance company that makes debt consolidation loans. Have them discuss the ways debt consolidation can be arranged, the fees for service, the extra costs in finance charges, the advantages and disadvantages of pooling debts, the alternatives to debt pooling, the criteria for selecting reputable debt adjusters and credit counselors, and the way to establish a good credit rating.

PROBLEM

10. Lifestyle Effects Credit Use

a. In small groups, develop case studies for persons in each life-style below. For each person, identify an item they may wish to borrow money for. Describe the characteristics of the person, such as income, other debts, values, needs, and goals.

(1) Never-married mother living with parents
(2) Young single living in an apartment with a roommate
(3) Young married couple with two children
(4) Single parent with teenage children
(5) Older person living alone

PR

b. Complete the chart for an item you are considering purchasing with credit.

Item	Alternatives	Consequences	Test
	Borrow from a . friend . bank . credit union . loan shark Don't borrow.		Will it work? What if everyone did it? Would I advise a good friend to do this? What if my job is insecure? What if a medical emergency happens?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	11. Effect of Credit on the Economy	a. Discuss the following "what if" questions to examine the effect of credit on the economy. Summarize points made about the effect of credit on the economy. (1) What do you think would happen to the automobile industry if cars could no longer be purchased on the installment plan? (2) What if houses could not be purchased on the installment plan? (3) What if teenagers could be issued credit cards?

SOURCES OF CREDIT

Stores offer charge accounts and installment plans. The amount of interest you pay depends on the store where you buy.

Banks charge a lower interest than most other places that lend money. To borrow from a bank, you must have a good reason and be a good risk.

Credit Unions are a formed by a group of people. You must pay money into the credit union to join. You earn interest on your money. Members may also borrow money. You need a good reason to get a loan, just as you do at a bank. Each credit union decides how much interest it will charge. Their charges are usually about the same as a bank's.

Personal Finance Companies and **Small Loan Companies** extend loans to people with high-risk credit ratings. You pay more interest than you would at a bank because you do not need to own much property to back the loan. At some companies, you do not need to own anything to back up the loan, but the interest rate will usually be even higher.

Pawnshops loan money, too. You must leave something valuable, like a watch or a television, with a pawnshop. They do not give you much money for what you leave. They can sell it if you do not pay back the loan when you say you will. Pawnshops charge high interest rates.

Illegal Lenders charge very high interest rates. Sometimes they are called "loan sharks." They charge more than any other place you can get credit. For your own good, do not borrow from illegal lenders.

PROS & CONS OF CASH & CREDIT

	PRO	CON
CASH	- NO "MONTHLY PAYMENTS" - NO INTEREST TO PAY - OWN GOODS AT PURCHASE	- TOTAL DUE AT PURCHASE - POSSIBLE PROBLEM TO RETURN GOODS - MAY HAVE PROBLEM IN BUYING SOME SERVICES WITH CASH ONLY - INFLATION REDUCES PURCHASING POWER OF "CASH" SAVINGS - INTEREST INCOME TAXED (IRS)
CREDIT	- USE GOODS WHILE PAYING - CONVENIENCE - MAY BE "FORCED SAVINGS" - REPAY IN "CHEAPER" $$ (DURING INFLATION) - FINANCE CHG. IRS DEDUCTION	- TIES UP FUTURE INCOME - MAY TEMPT OVERSPENDING - COSTS MONEY - DEFAULT MAY RESULT IN PROPERTY LOSS - DURING RECESSION/DEPRESSION, REPAY IN "COSTLY" $$

TYPES OF CREDIT

There are three main types of credit. These are sales credit, cash credit, and service credit. Place these headings on a flannel board or a bulletin board and place examples of each type under the heading as they are discussed.

SALES CREDIT--credit you receive when you make a purchase now and promise to pay later

1.	Installment Plan	Payments to the store are made in equal amounts over a period of weeks or months. A down payment is often required. Many people use this plan to buy things that are expensive. The store can take back what you are buying if you do not make the payments. This type of credit is usually used for big things, like a washing machine, a television, or furniture.
2.	Charge Accounts	Charge accounts are offered by many stores. The store may tell you how much you can charge. Sometimes, however, no limit is set. You usually get a bill each month telling you how much you owe. There are different types of charge accounts. One kind is the "open charge account." With this kind of charge account, you must pay the entire amount when you get the bill. You pay no interest on this kind of account. With another kind, called a "budget account," you must pay a certain amount each month as long as you owe that amount or more. If you owe less, you owe the total amount. If you owe less, you pay less. You pay interest on what you still owe. Still another kind is called "revolving credit." The amount you must pay depends on how much you still owe. This amount is a certain percentage of what you owe. You pay interest on what you owe.
3.	Layaway	Another type of sales credit is layaway. The store keeps the item you're purchasing until you have paid the whole amount. This is good when you want to take advantage of a sale and do not need the item for a while. No interest is charged at most stores.
4.	Credit Cards	Another type of sales credit is credit cards. The credit card plan is similar to the installment plan. Credit cards are convenient to use when you do not want to carry much cash.

CASH CREDIT--credit you receive when you borrow cash and pay it back later

Personal loans may be either installment loans or single-payment loans. Personal loans are particularly useful when you need cash to meet an unforeseen emergency or to help your family through a period of

Continued

Continued

unexpected financial stress. A personal loan can help pay rent, buy food, and meet medical expenses when the head of the household is temporarily out of work or some member of the family is seriously ill. If the loan is to be repaid in a number of equal payments, it is an installment loan. If the loan is to be repaid all at once, it is single-payment loan.

A mortgage is also a loan. It is usually used when a family buys a house. The house is the security for the loan. The family pays back the loan in monthly payments. When the loan is repaid, the family owns the house.

SERVICE CREDIT - credit given for a service that one's family receives and pay for later.

You use service credit when you make monthly payments for utilities you have used during the month, such as your telephone, gas, and electricity. You also use service credit when you pay your doctor, dentist, or hospital at the end of the month. You use service credit when you have your car repaired at a garage and then pay the bill later.

YOU PAY FOR CREDIT

CASH PRICE	$149.95
DOWN PAYMENT	- 15.00
AMOUNT TO BE FINANCED	$134.95

SALES
Contract

TO FIND FINANCE COSTS TAKE

(NUMBER OF PAYMENTS) X (AMOUNT OF PAYMENT)=

12 X $ 14.35 =

$172.20	TOTAL PAID
-134.95	AMOUNT FINANCED
$ 37.25	FINANCE COSTS

FORMULA TO FIND ANNUAL PERCENTAGE RATE (A.P.R.)

$$\frac{\text{TOTAL FINANCE CHARGE}}{\text{1/2 OF ORIGINAL LOAN}} \times \frac{\text{NUMBER OF PAYMENTS}}{\text{NUMBER OF YEARS}} \times \frac{1}{\text{NUMBER OF PAYMENTS + 1}} = \text{A.P.R.}$$

$$\frac{\$37.25}{67.47} \times \frac{12}{1} \times \frac{1}{12+1} = \frac{447.00}{877.11} = 51\%$$

ARE YOU A GOOD CREDIT RISK?

You want to buy a new television on credit. Five hundred points are needed. Do you qualify?

INCOME

$0 to $75 PER WEEK	0 POINTS
$76 to $100 PER WEEK	150 POINTS
OVER $100 PER WEEK	200 POINTS
WIFE'S INCOME	50 POINTS

YEARS ON JOB

LESS THAN ONE YEAR	0 POINTS
OVER ONE YEAR, BUT LESS THAN FOUR YEARS	100 POINTS
FOUR YEARS TO TEN YEARS	150 POINTS
OVER TEN YEARS	200 POINTS

CREDIT EXPERIENCE

NONE	0 POINTS
FAVORABLE REFERENCE FROM MAJOR CREDIT SOURCE WITH SIX MONTHS' EXPERIENCE	250 POINTS
FAVORABLE REFERENCE FROM OTHER SOURCE WITH SIX MONTHS' EXPERIENCE	100 POINTS
BONUS POINTS FOR FAVORABLE REFERENCE FROM THE BANK ITSELF	100 POINTS
PREDOMINANTLY UNFAVORABLE CREDIT REFERENCES. (subtract)	100 POINTS

EQUITY IN PROPERTY OR RESIDENCE

LIMITED EQUITY OR AMOUNT UNKNOWN	100 POINTS
EQUITY TWICE THE AMOUNT REQUESTED, OR PROPERTY OWNED FIVE YEARS OR MORE	200 POINTS
PROPERTY CLEAR OF MORTGAGE	300 POINTS
RENTING PRESENT RESIDENCE LESS THAN ONE YEAR (subtract)	100 POINTS
RENTING PRESENT RESIDENCE FROM ONE TO FIVE YEARS	0 POINTS
RENTING PRESENT RESIDENCE IN EXCESS OF FIVE YEARS	100 POINTS

DOWN PAYMENT

THE APPLIANCE LOAN APPLICANT ALSO RECEIVES POINTS FOR THE AMOUNT OF HIS DOWN PAYMENT.

0 to 10% DOWN	0 POINTS
10% to 33.3% DOWN	100 POINTS
OVER 33.3% DOWN	200 POINTS

CREDIT APPLICANT'S SCORE

INCOME.................................. __________
LENGTH OF TIME ON JOB................... __________
CREDIT EXPERIENCE....................... __________
EQUITY IN PROPERTY OR RESIDENCE......... __________
DOWN PAYMENT............................ __________
TOTAL................................... __________

Source: What to Do Regarding Economics and Managing Resources?, Ohio Department of Education, 1983, p. 118.

WHAT NOW?

Directions: Read and answer the questions for each case study.

A. Rochelle and Darnell have been married two years. When they first married and set up housekeeping, both were working. Now Rochelle is home, caring for their nine-month-old daughter.

Rochelle and Darnell had nothing when they set up housekeeping. So they made a number of installment credit purchases and also acquired a car loan and a home mortgage. They are presently paying off installment credits on a washer and dryer, bedroom and living room furniture, a refrigerator, and a range. They still owe on their car and home.

Without Rochelle's earnings and with the many expenses of the baby, each month they face the problem of which monthly bills to pay. They just can't pay them all.

They don't know what to do--which way to turn for help. What are their alternatives? What consequences would result from each alternative? What factors must be considered? What values influence each alternative?

B. Carol has just received her first job after being unemployed for ten years. She has big ideas on how she'll spend her first month's paycheck. Now her name is getting on mailing lists, so the credit cards are coming through the mail "free of charge."

What should Carol do when and if the following happens?
1. The paycheck is spent and she has no income for another week.
2. She can't make a monthly payment on a charge account.
3. She has not had luck getting service on her new car.

Where should Carol go to find out about credit? Who will truthfully tell her how credit can be abused? How is she going to control herself as to when credit should be used? Why is it necessary for Carol to get credit and use it efficiently? What is the purpose of credit bureaus and how do they work?

C. Mark is a 28-year-old single male who has been a sales representative for five years. Two months ago he lost his job. He has charged up to his limit on VISA, MasterCard, American Express, and two department store cards. He has a car payment to his father plus the cost of sharing an apartment with a roommate who has a good job. He is two courses short of having an associate degree in business administration.

continued

Continued

What should Mark do? Should he
1. Get a loan consolidation?
2. File bankruptcy?
3. Go to his parents for help?
4. Ignore the problem and collect unemployment?
5. Use this time to complete his degree?

Discussion Questions
- How can he prioritize his debts?
- Which of his debts can be considered fixed and which flexible?
- How can he recover his self-esteem to get enough motivation to seek a new job?
- Where would he get the money to complete school?

YOUR CREDIT STATUS EVALUATION

CREDITOR'S NAME AND ADDRESS (Include all credit cards.)	AMOUNT STILL OWED	APR[1]	MONTHS LEFT TO PAY	MONTHLY PAYMENT	DATE DUE	AMOUNT PAST DUE

[1] APR = Annual percentage rate

TOTALS ______________________________

MONTHLY TAKE-HOME PAY = $______________

MONTHLY PAY 6 = $__________

MONTHLY PAY 5 = $__________

Source: Adapted from D. Matojic, "Evaluate Your Credit Status" Your Money Matters Self-Study Guide (New Brunswick, N.J.: New Jersey Cooperative Extension Service, 1979)

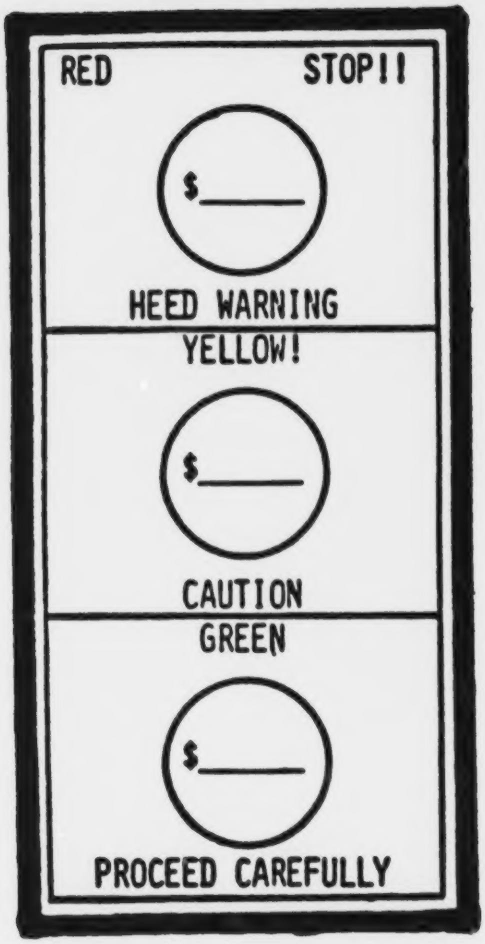
CREDIT SIGNAL LIGHT

TOTAL TAKE-HOME PAY = $________

TOTAL DEBT OWED[1] = $________

10% OF TAKE-HOME PAY = $________

20% OF TAKE-HOME PAY = $________


RED
STOP!!
$______
HEED WARNING
YELLOW!
$______
CAUTION
GREEN
$______
PROCEED CAREFULLY

AMOUNT OWED IS 20% OR MORE OF TAKE-HOME PAY

STOP!!

AVOID MORE CREDIT

AMOUNT OWED IS 15-20% OF TAKE-HOME PAY

BE CAUTIOUS!

CONTROL NEW CREDIT USE

AMOUNT OWED IS 10-15% OF TAKE-HOME PAY

PROCEED CAREFULLY!

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[1] Consumer debt excluding home mortgage.

Source: The Ohio Cooperative Extension Service, The Ohio State University, Columbus, OH, 1980.

CONCERN: **FINANCIAL MANAGEMENT**

MODULE: SAVINGS AND INVESTMENTS

FACT 4.13

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Personal Saving Strategy	a. Receive a telegram from the teacher that reads: "The King of the Land of Promise is pleased to inform you that you are an heir to a fortune of fifty thousand dollars. However, you can spend only one thousand this year." Decide what you will do with the remaining $49,000.
		b. Read **"Savers and Spenders"** (p.684). Discuss the decisions made in each case study. **Discussion Questions** •In each case, what problems do you see that can be corrected? •What values affected the choices each made? •Do you see any pattern that may or may not be carried on into later life? •What are some purposes for which people save money? •What are some of the problems that may arise if a person does not have a plan for savings? •What values were reflected in each case study? •What were the rewards for saving? •What were the consequences experienced for not saving?
	2. Purposes for Saving	a. Brainstorm the consequences that could result if a person does not have a savings plan.
		b. Identify the reasons why you save.
	3. Savings Habit	a. Survey adults to determine who presently has a savings program. Describe where they have elected to save, such as at a bank, a savings and loan association, or brokerage firm. Write the collective list on the board. In groups, use resources to identify characteristics of each saving program. Report your findings to the whole group.

PROCESS SKILLS	CONCEPTS	STRATEGIES

Discussion Questions
- Who might benefit from each type of savings program?
- What are the disadvantages and advantages of each?
- What goals would influence you to choose one plan over another?

b. Develop a checklist of components of a good savings plan. Brainstorm techniques to help you save. Evaluate each technique according to the developed checklist.

4. Interest

a. In groups, research different interest plans offered with savings plans by financial institutions. List them on the board.

b. Using resources, investigate the advantages and disadvantages of each type of financial institution and the advantages and disadvanages of their interest plans. For each type of interest plan, describe the values and goals of the person who would choose it.

Discussion Questions
- If you were twenty and single, which plan would you choose? Why?
- If you were counseling someone such as a young child, a friend, or an elderly person, what advice would you give them?
- Do you feel each different type of savings helps your local community, either directly or indirectly? Why or why not?

c. Using resources, interpret "interest income". Complete **"Interest Income"** (p. 685). Apply your own values and goals concerning savings.

Discussion Questions
- What will I gain?
- What do I stand to lose?
- Is it good for those around me? Why or why not?
- If I suddenly changed income levels or jobs, would I still feel the same?

5. Simple Interest

a. Use **"Ted Daily"** (p. 686) to practice determining simple interest on a savings plan. Define terms such as "principal," "terms," "interest," and "rate of interest." Use the basic formula (principal x rate x time = interest) to calculate other amounts of interest on savings plans.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	6. Compound Interest	a. Using resources, explain compound interest. (When interest is compounded, the interest is added to the principal, thus increasing the amount of the principal. Remember, the larger your principal and the more frequently interest is compounded, the greater the amount of interest you will earn.) b. Use a computer program to explain compound interest. Discuss the advantages and disadvantages of computing compound interest daily, monthly, quarterly, semiannually, and annually. Determine which type of compound interest is best for you.
	7. Economic Growth	a. Review the effect of one's savings on the economy, including savings, business growth, and employment. b. Debate the topic "Savings is a hedge against inflation." Discuss the effects of savings on economic growth. c. Complete **"The Rule of 72"** (p.688). d. Develop a personal savings program. Include the savings habits you wish to establish, the savings institutions you plan to use, your goals, and your expectations of interest income. **Discussion Questions** •What things might happen to change your savings plan? •What values and goals did you consider? •What are the advantages and the disadvantages of your plan? .If you were a single parent, what would be your plan? Why? •If you were in a nursing home, what would be your plan? Why? •If you were in college, what would be your plan? Why? •Would you keep this plan if you were married? Expecting children? •What if someone in your family were in a bad auto accident? •How would your community be affected?
	8. Investments	a. Consider the following situations:

PROCESS SKILLS | CONCEPTS | STRATEGIES

(1) Susan won $50,000 in the lottery. She decided that, after taxes, she would not have very much of her money left. She wanted to insure an income for her life. Her first step was to see her banker, who suggested various means of insuring a good rate of return on her money. The banker suggested mutual funds, municipal bonds, annuities, and certificates of deposit. Susan did not understand any of these. How could she determine if she would be risking her money?

(2) Paul is a single parent with three sons, ages 15, 10, and 4. He realizes the importance of saving, but never has enough money. Paul wants more education for himself and his children in the future. What can Paul do to begin saving? Where does he start? What are the best types of investments?

Discussion Questions
- What should each person do?
- What information does each person need?
- What factors and values might influence Susan and/or Paul?
- What are the consequences of placing all the money in one place?
- How might each get the highest rate of return?
- What could each do to insure safety?
- What could each do to insure liquidity?

b. Using resources, define "investments,""broker," and "brokerage fee."

Discussion Questions
- Why do some people invest?
- How do people choose investments?

9. Types of Investments

a. In small groups and using resources, chart the characteristics advantages. disadvantages, and risks of various types of investments (common stocks, preferred stocks, bonds, mutual funds, municipal bonds, annuities, and certificates of deposit). Discuss how to figure loss of investments and returns on investments.

Discussion Questions
- Considering the values, goals, and available amount of money, which type of investment would you recommend for Susan? Paul? Yourself?
- If Susan had a family, which type of investment would be best? Why? What else do you have to consider?

PROCESS SKILLS | CONCEPTS | STRATEGIES

•Does it hurt the economy if people do not invest? Why or why not?

10. Why People Invest

a. Brainstorm reasons why people invest. Rank the reasons according to what's important to you. Consider

(1) Safety of principal
(2) Income stability
(3) Growth
(4) Marketability
(5) Liquidity
(6) Hedge against inflation
(7) Tax shelter
(8) Retirement planning
(9) Saving for particular purposes
(10) Build emergency fund
(11) Build estate

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

b. Choose two of the statements below and respond in writing. Support your opinion with facts, advantages, disadvantages, consequences, and risks. Share with the group.

(1) The risk one takes in not buying stocks is greater than the risk one takes buying them.
(2) Part of everyone's savings should go into stocks and bonds.
(3) Families should save at least 10 percent of their income.
(4) Future financial security for most people depends on long-term savings.
(5) People do not need long-range investment programs when they have Social Security.
(6) Saving and investing money is only possible when you are rich.

c. Interview an investment broker. Discuss who should invest, when to invest, types of investments, rate of return, safety, liquidity, investment programs, and effects of inflation.

d. Do **"Investment Problem 1 (p. 689)"** or **"Investment Problem 2" (p. 690)**.

e. Analyze how investments can be used as retirement plans. Determine the investments best used for retirement purposes.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	11. Financial Security	a. Complete **"What's Best for You?"** (p. 691). Evaluate each institution in relation to the listed options.
		b. Assess your financial security using **"Steps Toward Family Financial Security"** (p. 692) and **"Personal Financial Planning"** (p. 693). Assess the six steps to your financial planning in regards to your financial goals.
	12. Documents	a. Investigate the function and the cost of a safe deposit box. Discuss what should be stored in it.
	13. Reliable Information	a. Cite sources of reliable and unreliable investment information. Invite a resource person, such as a banker or investment counselor, to speak on types of investments and sources of information.
		b. Using resources, develop a checklist of qualifications and attributes of a good financial planner or broker.

SAVERS AND SPENDERS

CASE STUDY 1

Curtis and Lee work part-time. They each take home $30 per week and have the same dream of owning a motorcycle. Curtis saved some of his pay, trying to make his dream a reality. He put about $12 of each weekly paycheck into a bank account. By the end of a year, he had over $600, enough to buy a good used motorcycle. Lee was shocked when Curtis came to work on his own motorcycle. "How'd you get that bike, Curtis?" "I just used the money I earned here," Curtis said. Lee didn't understand. They both worked at the same place and made the same salary, yet Lee did not have enough money for a new or a used bike.

CASE STUDY 2

Joan and Bob Merriweather knew how to live. They had a luxurious apartment and took great vacations. They had two cars, and on weekends they enjoyed the nightlife of the city. In their mid-twenties, Joan and Bob had high-paying jobs, and they could afford it. They also borrowed money freely. They never saved, but why bother? They had two good salaries every month.

Then the impossible happened. Bob lost his job. Their income was cut in half, and the bills were coming fast. Bob couldn't find another job. After struggling to pay the bills, they decided it was an impossible task. They declared bankruptcy.

CASE STUDY 3

Sally Law always wanted to buy a home, but she could never save enough for the down payment. Finally Sally went in to see Arthur Crow at her company's credit union. They arranged for Sally to take $100 a month from her paycheck to put into her savings account. In this way, she would automatically save $100 each month.

In five years, she had $6,000 plus interest. She used her money for a down payment on a two-bedroom house. Sally learned that it is not always easy to save, but her goal of buying a home made the sacrifice worthwhile.

INTEREST INCOME

Maturity Period	Interest Rate	Annual Yields
60 months	8.20%	8.54%
48-59 months	8.15%	8.49%
36-47 months	8.05%	8.38%
24-35 months	8.00%	8.32%
12-23 months	7.85%	8.16%
6 months	7.5 %	7.78%
3 months	6.5%	6.71%

PASSBOOK SAVING ACCOUNTS NO MATURITY RESTRICTIONS

	Minimum Balance	Interest Rate	Effective Annual Yield*
Regular Passbook Christmas Club Vacation Travel Club	$25	5%	5.09%

If you're offered several savings plans, how do you decide which to pick? How good is each one? See if you can answer the questions below.

Reading a Savings Ad

The table shown here was part of an ad for a savings bank. Along with the table were these two notes:

- --"All deposits in by the tenth earn from the first. Ten free days of interest. Interest earned from date of deposit to date of withdrawal."
- --"Interest is compounded daily, paid quarterly, and must be left undisturbed for one year to earn effective annual yield. Certificates withdrawn prior to maturity earn passbook rate less 90 days interest."

1. How long do you have to keep your money in the bank to earn 9.90 percent interest?

2. What penalty do you pay if you buy a 30-month certificate and cash it in after a year?

3. How often does the bank compound interest?

4. How often does the bank pay interest?

5. How many days of interest would you get if you deposited your money in a passbook account on June 11 and withdrew it on June 30? What if you deposited it on June 10 and withdrew it on June 30?

TED DAILY

After graduating from high school, Ted got a job. Before too long, Ted had over six hundred dollars in his checking account. Ted wanted to see the checking account grow, so he did not spend a lot of money. Then Ted decided to open a savings account at the bank.

Ted remembered that his former home economics instructor had told him that a "savings account is a place to put your money where it is safe and will draw interest."

Ted wanted to find out all he could about interest before opening a savings account, so he talked with his former home economics instructor, Mrs. Penney, who knew about interest and how to calculate it.

Mrs. Penney said, "If a person deposits one hundred dollars in a savings account at a bank, the bank pays that person interest."

Example: If Ted deposits $100 in savings at 5% interest and leaves the money in savings for one year, he will earn $5 interest.

This is how you figure the interest paid on $100 at 5% interest for one year.

Principal	x	Rate	x	Time	=	Interest
$100		.05		1 yr.		$5.00

Ted said he had forgotten how to convert percentages to decimals, so Mrs. Penney explained further.

"When converting a percent to a decimal, move the decimal point two places to the left and drop the percent sign."

Example: 5% = ?
.05 (add zero to show place value)

"If you have a fraction as part of your percent, convert the fraction to a decimal first."

Example: 6 1/2% = ?
1/2% = .05 (fraction converted to a decimal)
6 1/2% = 6.50 (or simply 6.5, then .065 = .065)

"Most fractions related to interest are expressed in fourths or halves. So you might remember these fraction conversions."

1/4 = .25
1/2 = .50
3/4 = .75

"If you have to convert a fraction to a decimal, divide the numerator of the fraction by the denominator.

Example: 1/5 = .20

Continued

Continued

According to Mrs. Penney, the following procedure should be followed when converting a mixed number (a whole number and a fraction) to a decimal number.

Example: 5 1/4 = ?
Whole number 5 = 5.0
Fraction 1/4 = .25

Mixed number 5 1/4 = 5.25
To find the decimal number, move the decimal point two places to the left.
5.25 = .0525

Ted was given another problem on simple interest to solve:

Principal	x	Rate of interest	x	Time	=	Interest
$200		.05		1 year		$10

Remember:	Principal	+	Interest	=	Amount Saved
	$200		$10		$210

Ted could see that after leaving two hundred dollars in savings for one year, it would be two hundred ten dollars. Most people try to add to their savings on a regular basis to increase the principal because the greater the principal, the more interest earned.

THE RULE OF 72

The "rule of 72" is a simple method to determine the length of time it will take money to double if it is saved at various interest rates. Divide the interest rate into 72. If you receive 2 percent on your savings, it will 36 years for you to have twice as much money. If you divide 72 by 5 percent interest, then it will take approximately 14 years for the money to double.

You can also use the rule of 72 to determine how much money you are likely to need in the future. Substitute the inflation rate (estimated) for the interest rate. For instance, if you expect the inflation rate to continue at an average of 5 percent a year, in 14 years you would need twice as much money as you make today to live on.

Using the rule of 72, estimate the amount of money you will need to live comfortably at the time you reach retirement age.

1. Your present age _____ 2. Expected retirement age _____

Present Salary
$__________

Estimated Inflation Rate →
________%

Needed Income
$__________

3. The number of years until you will retire _____

4. Pick your best estimate of the average rate of inflation between now and the time you expect to retire:

____2% ___3% ___4% ___5% ___6% ___7% ___8% ___9% ___10%

5. Divide your estimated inflation rate into 72: _____

6. Your income need will double in ________ years.

Example:

My present age is 55 and I want to retire at age 65, which will be in 10 years.

I think the inflation rate will average about 4 percent during those years.

72 divided by 4 percent = 18 years. In 18 years I will need twice as much money to live on as I do today.

Since I want to retire in approximately half that time, I will need about 50 percent more than I make now to live on.

My present salary is $8,000, so when I retire I will need about $12,000 to maintain my present lifestyle.

Source: E. Cassidy, Career and Life Planning Guide for Working Women (Cleveland, OH: Working Women Education Fund, 1983) p. 95.

INVESTMENT PROBLEM 1

Each month for ten months, James D. Bond bought ten shares of one corporation's common stock. He paid the following prices: $35, $37, $39, $38, $35, $33, $32, $31, $30, and $30.

Lora C. Loss bought 100 shares of the same stock all at one at $35 a share.

Questions:

1. What was the average price per share paid by James D. Bond?

2. Who paid the lowest price per share?

3. Over the one-year period, who do you think made the better decision? Why?

INVESTMENT PROBLEM 2

Suppose you have $4,000 to invest in stocks. Using the stock quotations in the daily newspaper and other resources, choose up to five different stocks to invest in. Once you have chosen a stock, you may "sell" at any time between the beginning and the end of the project. It is recommended that the project run for 30 days. You must sell all securities still held and total your cash to determine your total gain or loss.

Questions:

1. What was your total gain or loss?
2. If you had this to do again, would you choose the same investments? Why or why not?
3. What would happen to the stock prices if everyone made your decisions?
4. What other type of information might you need to know to make an informed decision?

Record your investments on the following chart:

Name of Stock	Purchase Price	Shares Bought	Amount Paid	Date Sold	Selling Price	Amount Received

Total Amount Invested ____________

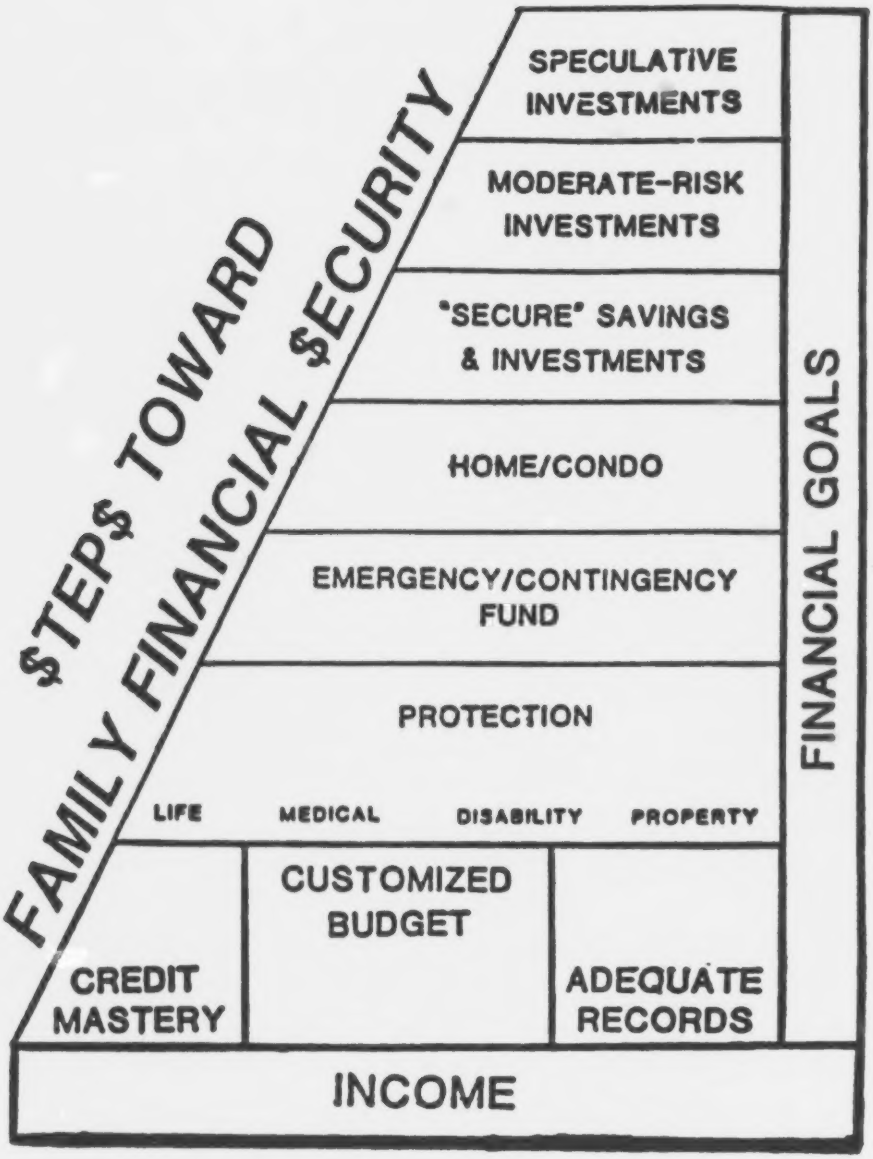
Total Proceeds from Sales ____________

Gains or Losses ____________

WHAT'S BEST FOR YOU??

	VERY IMPORTANT				NOT IMPORTANT	B	S&Ls	CU	IB	MF	INS
1. FEDERALLY INSURED ASSETS	5	4	3	2	1						
2. NO CHARGES/FEES	5	4	3	2	1						
3. FIXED INTEREST RATES	5	4	3	2	1						
4. LOW INITIAL INVESTMENT	5	4	3	2	1						
5. CHANCE FOR HIGH EARNINGS	5	4	3	2	1						
6. CHANCE FOR QUICK EARNINGS	5	4	3	2	1						
7. YIELD CHANGING WITH OTHER INTEREST RATES	5	4	3	2	1						
8. READY ACCESS TO FUNDS	5	4	3	2	1						
9. OWN PICK OF INVESTMENTS	5	4	3	2	1						
10. ACCESS TO INVESTMENT ADVICE	5	4	3	2	1						
11. PERSONAL ATTENTION	5	4	3	2	1						
12. EASY SWITCHING BETWEEN INVESTMENTS	5	4	3	2	1						
13. OTHER ________	5	4	3	2	1						
14. OTHER ________	5	4	3	2	1						

B = Banks
S&Ls = Savings & Loans
CU = Credit Unions
IB = Investment Brokerages
MF = Mutual Funds
INS = Insurance Companies


TEP TOWARD
FAMILY FINANCIAL $ECURITY
SPECULATIVE INVESTMENTS
MODERATE-RISK INVESTMENTS
"SECURE" SAVINGS & INVESTMENTS
HOME/CONDO
EMERGENCY/CONTINGENCY FUND
PROTECTION
LIFE
MEDICAL
DISABILITY
PROPERTY
CUSTOMIZED BUDGET
CREDIT MASTERY
ADEQUATE RECORDS
INCOME
FINANCIAL GOALS

PERSONAL FINANCIAL PLANNING

Personal financial planning is an ongoing process of developing and implementing total, coordinated plans for achieving one's own total financial objectives. The purpose of financial planning is the attainment of economic security and financial independence, for one's self and one's family.

Most people have various financial needs and goals. Because there's no one "perfect" financial tool designed to meet each and every type of financial requirement, people often find that they must use a combination of several types of financial instruments, each tailored to carry out a specific purpose. Such basic financial tools as savings accounts, insurance, mutual funds, annuities, common stocks, bonds, real estate, and personal trusts are important components of many well-balanced plans.

Although each personal financial plan is as unique as the person who creates it, most professional financial counselors agree that there are six key financial objectives that tend to be common to all well-balanced plans. Very briefly, these are:

> STANDARD OF LIVING, or current consumption for life-style requirements. Income consumed today is unavailable as a resource on which to build for future needs and goals. If people spend all their income for the things they need or want today--or worse, draw down excessive amounts of personal debt to pay for nonessentials then there's little chance of their being able to accumulate any substantial wealth over the course of their working years.
>
> SAVINGS, or short-term, highly liquid funds for use in financial emergencies or for opportunities.
>
> PROTECTION, or the transfer of economic risks to insurers. There are certain economic risks so devastating that they can destroy a family financially, should they ever happen. The rule of thumb is: if you can afford to retain a risk, do so; if you can't, insure it.
>
> ACCUMULATION, or saving for specific personal or family goals that will occur in the future. Examples are college tuition, vacations, or major hobby projects such as the purchase of a sailing yacht.
>
> RETIREMENT, or long-term savings to build capital for use in supplementing future income needs when earned income ceases.
>
> ESTATE PLANNING, or making provision for the transmission of wealth to personal beneficiaries, during life and/or at death.

IT'S IMPORTANT TO NOTE that the six keys aren't listed in order of priority. Rather, they're ranked in order of immediacy: generally speaking, the first three must be taken care of before you're in much of a position to do anything about the second three. The challenge is to effect an appropriate balancing of the six, in order to enhance and consolidate one's financial position, to reduce risk and to provide opportunities for further growth.

"THE PLANS WE MAKE TODAY ARE THE PLANS WE'LL HAVE TO LIVE WITH TOMORROW."

CONCERN: CHILD-CARE

MODULE: CHILD-CARE OPTIONS

FACT 4.21

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Effects of Day Care	a. React to the statements below. Cite real-life examples. (1) Problems with child care are the most significant predictors of absenteeism and unproductive time at work. (2) Day care frees the parent to work, which lessens the financial strain and thus contributes to the stability of the family. (3) As parents become more satisfied with their day-care arrangements, their marital and employment satisfaction also increases. (4) Over seven million children aged 13 and under care for themselves for at least part of every day while their parents work. b. Consider how child-care needs change as the life cycle progresses.
PROBLEM	2. Separation Between Employed Parent and Child	a. Identify the problems Sarah is facing: (1) Sarah has three children, ages 4, 7, and 11. She has no relatives living nearby. Sarah realizes she should get a job. However, she feels that she will be neglecting her preschooler if she leaves the child at a sitter's. Besides, she can't afford the $20/week for child care. Sarah also fears that if her school-age children become ill or injured at school, the school will think she's a bad mother if she can't come immediately. b. List ways to ease "separation anxiety" of a parent and a child. c. Agree or disagree with the statements below. Justify your responses. (1) The ability to separate from your child during working hours is related to your attitude toward work. (2) Competent employees should be able to make separation adjustments quickly.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(3) It's normal for a parent to be jealous of the relat caregiver and a child. (4) The process of separation affects only parenting fe affect our marriage, work, or social roles.
	3. Types of Child Care	a. Make a chart of child-care ads. Categorize the types o provided: in the child's home, in the caretaker's home center, and in parent cooperatives. List the advantage disadvantages of each type. b. Visit several day care-centers or invite center directo day-care providers to describe their services. On a ch types of programs offered, the child-to-adult ratio, th personnel, the rates, the hours, the facilities, the eq discipline procedures, and the mealtimes. Compare the c. Compile and analyze types of child care provided in the types of child care from the most satisfactory to the l Support your rankings with your findings. d. Investigate and visit a company that provides child-car employees as part of its benefits package. Learn how t employees worked together to create these services. Li bring about such services in other companies. See if a explaining your findings could be submitted to a local e. Identify both realistic and unrealistic expectations of child-care providers. f. Considering the needs of self, family, employer, and so one-page paper on what you feel is the most appropriate for you in a working situation.
	4. Selection of Child Care	a. Using various resources, determine the "ideal" child ca dual-worker families and single-parent workers. Deter goals you have reflected in your choices.

PROCESS SKILLS	CONCEPTS	STRATEGIES

b. Identify the values that affected each of the decisions below. Determine the situations in which a concern for the welfare of others was considered.

(1) A single mother asked her mother to care for her child because she knew her mother would show a lot of love.
(2) A single mother asked her mother to care for her child because her income was not adequate to pay for child care.
(3) A parent chose a day-care center because the staff believes in the value of play, provides lots of creative materials, and allowes children to pursue their own interests.
(4) A parent chose a day care-center because of its strong school readiness program: Children learn the alphabet, write their names, and do math facts.
(5) Parents chose a day-care home because it was close to their home and therefore they wouldn't have to get up early.

c. Individually using resources, develop criteria for choosing child care. Compile and summarize the list.

d. In small groups, read this situation and answer questions. Share your results with the class. Emily needs a babysitter for her twin eight-year-olds for Saturday evening. There are several teenagers who babysit. What questions should Emily ask the prospective babysitters? Should she ask for references?

PR

e. Use practical reasoning to solve the case studies below. Consider the available alternatives, the additional information needed, and the consequences.

(1) Carol is a single mother with a healthy nine-month-old. Carol works the swing shift at a local factory. The baby's father lives three blocks away and a grandmother lives one block away. The father works from 8:00 a.m. to 5:00 p.m. Grandmother does not work. Carol consulted the ads in the newspaper. There were several ads saying they would take children into the home. However, there were no day-care centers that would accept infants.

(2) Dan is the parent of a four-year-old and a six-year-old in your community. He leaves home at 7:00 a.m. and returns at 5:30 p.m. He

has no relatives nearby. He prefers for his six-year-old to attend the local school kindergarten in the morning. The son needs care before and after school. Dan would like for his son to have someone his age to play with in the afternoon. Dan is particularly concerned about having someone who will read to his four-year-old daughter and expose her to a variety of art and play materials. His income is adequate.

(3) Lynn is the mother of a one-year-old. She is a nurse in a large hospital. She wants her child near her while she works, but there is no child care available in the vicinity. What could Lynn do?

f. Consider ways in which you may improve a child-care program for your child.

g. Develop a list of interview questions for the following types of child care. Add other appropriate questions from **"Choosing Child Care"** (p. 700).

(1) Live-in mother
(2) After-school care programs
(3) Day-care center
(4) Day-care mother

h. Review **"Does Your Child's Caregiver..."** (p. 701). Add other characteristics and realistic expectations to each age group.

5. Business Arrangements

a. Individually using resources, list information that should be communicated to a care provider. Consider both short-term babysitting (an evening) and long-term care. Compile and summarize the lists.

b. Outline arrangements with a careprovider regarding

(1) Money
(2) Illness
(3) Vacation
(4) Hours
(5) Housework (if care provider in child's home)
(6) Meals
(7) Termination of services

PROCESS SKILLS | CONCEPTS | STRATEGIES

PROBLEM

c. Explain how you would handle the following situations with a child-care provider.

(1) Your child was not sleeping at night.
(2) Your child was using behavior that you did not like.
(3) Your child did not want to come home with you.
(4) Your child was coming home with cuts or bruises.
(5) Your child has not wanted to eat dinner three times this week.

6. Adjustments to Child Care

a. Identify adjustments for a child to make in a new child-care center, including

(1) Being away from mother
(2) Adapting to strangers
(3) Eating unfamiliar foods
(4) Napping in a new place
(5) Sharing toys

b. Individually write or tape on a tape recorder what you, as a parent, might do and say in the situations below. Listen to the tapes or the written statements and discuss how what was said or done may contribute to the child's adjustment and safety.

(1) You are leaving your 18-month-old with a teenager for an evening out.
(2) It is the day before you are to leave your four-year-old at the day-care center for his first day.

c. Consider how a parent can establish new support systems to help him or her adjust to leaving a child.

d. Review **"Helping Your Child Get Started in Daycare"** (p.702).

e. Review **"Monitoring Child Care"** (p.704). List other ways that child care can be monitored.

f. Develop a chart of daily events and activities that you would want a child-care provider to complete daily.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	7. Latchkey Children	a. Identify factors to consider if your child can stay alone. Generate a list of alternative arrangements.
		b. Decide how you would reduce Jason's fears.
		(1) Jason is ten-years-old. He does not want to go to a babysitter after school anymore, so you decided he could come home after school. You told him he must come straight home and stay there until you got home 1 1/2 hours later. When you got home the first night in trying this new arrangement, Jason was crying. He got scared being by himself staying in an empty house.
PROBLEM		c. Develop a poster of safety rules for latchkey children. Post in your home. Include rules on (1) Home security (2) Use of the telephone (3) Emergency calls (4) Kitchen safety
		d. Role play situations related to helping children to be safe at home. (1) Making a decision of whether a child will stay alone (2) Preparing children for callers or strangers (3) Reacting to safety-related situations such as fire, severe storm, or tornado

CHOOSING CHILD CARE

Does the care provider...

Appear warm and friendly?

Seem calm and gentle?

Have a sense of humor?

Seem to feel good about herself and her job?

Have child-rearing attitudes and methods that are similar to yours?

Understand what children can and want to do at different stages of growth?

Encourage children to express themselves in creative ways?

Encourage good health habits?

Spend time holding, playing with, and talking to the babies?

Provide stimulation by pointing out things to look at, touch, and listen to?

Seem to have enough time to look after all the children in her care?

Provide care you can count on?

Does the setting have...

An up-to-date license?

A clean and comfortable look?

Enough space indoors and out so all the children can move freely and safely?

Enough care providers for the number of children?

Furniture, equipment, and materials that are suitable for the ages of the children? Are they safe and in good repair?

An outdoor play area that is safe, fenced, and free of litter?

Nutritious meals and snacks with the kinds of food you want your child to eat?

A clean and safe place to change diapers?

Separate cribs and sheets for each baby in care?

A potty chair or a special toilet seat in the bathroom?

Are there opportunities...

To play quietly and actively? Indoors and out?

To follow a schedule that meets young children's need for routine but that is flexible enough to meet the needs of each child?

That help children learn new physical skills and control and exercise their muscles?

To learn to get along, and to share and to respect themselves and others?

To crawl and explore safely?

To play with objects and toys that help infants to develop their senses of touch, sight, and hearing?

To take part in a variety of activities that are suited to toddlers' short attention span?

To play alone at times and with friends at other times?

To provide activities that encourage children to think things through?

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN., 1982, p. 542.

DOES YOUR CHILD'S CARE PROVIDER...

Read through the checklists and circle those items you want the arrangement to provide. You may not want all the items, nor will everything apply to your family or your individual situation.

If You Have An Infant or Toddler (Birth to 3 yrs.)

* Seems to enjoy cuddling baby
* Cares for physical needs - feeding, diapering
* Spends time holding, playing, and talking with baby
* Stimulates by pointing out things to look at, touch, and listen to?
* Provides dependable and consistent care so baby can form attachment
* Cooperates with your efforts to toilet train
* Setting is childproofed for exploring
* Helps child learn language
* Understands and encourages independence in toddlers

If You Have A Preschooler (3 to 6 yrs.)

* Plans variety of activities for child
* Joins in activities with children
* Sets consistent limits and helps child make own choices
* Sees play as valuable and encourages child's creativity and imagination
* Helps child feel good about self by being attentive, patient, positive, warm, and accepting
* Encourages vocabulary by talking to, reading aloud, and answering questions

If You Have A School-age Child (6 to 14 yrs.)

* Gives supervision and security but understands need for independence
* Sets reasonable and consistent limits
* Understands conflict and confusion growing children seem to feel
* Helps child follow through on projects and homework, suggests interesting things to do
* Listens to child's problems and experiences
* Cooperates with you to set clear limits and expectations about behavior
* Understands older school-age child's conflicts and feelings about sex, identity, and pressure to conform
* Provides child with a good adult image to model

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN, 1982, p. 541.

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1016

HELPING YOUR CHILD GET STARTED IN DAY CARE

Starting a child in a day-care arrangement is a big change for both parent and child. It can be a very emotionally upsetting experience for both--but with a little thoughtful planning in advance, the transition can be made easier for both parents and children. Below are some steps to make that happen.

1. If you will be going to work, begin to get your baby used to other people right from the start by having relatives or friends occasionally care for the baby.

2. Allow plenty of time to find the best arrangement. The younger the child, the harder it may be to find care.

3. Spend time with your child at the child-care site before you begin to leave your child there. Make as many short visits in advance as you and the care provider can arrange.

4. If possible, start part-time day care a few days before you have to go to work so your child's first stays can be shorter and you have more time to get him or her settled in before you get busy.

5. Try to feel and act positively toward the new experience. Your child picks up on your feelings and actions.

6. Talk to your child (in age-appropriate ways) about specific things in the day-care center or home that may appeal to him or her. Avoid broad sweeping statements like "You'll just love it" or "You'll have a wonderful time." The child needs more concrete, real things to relate to. Talk about the setting, the routines, and the care provider in ways that compare and relate to things he or she already knows, such as "They eat lunch in the kitchen, too" or "They have little tables to eat lunch at."

7. Before your child begins, practice the new routine through dramatic play. Pretend to go to the center or home, hang up child's coat, choose something appealing to play with, eat a snack, take a rest, and use the bathroom. Be sure to act out Mom or Dad PICKING CHILD UP AT THE END OF THE DAY!

8. Consider making a photo album for your child to take to the child-care center showing family, friends, and favorite toys and activities. The album might be just the "security blanket" your child needs. Also bring along that real security blanket if your child has one.

9. Read your child books about beginning to attend "school" or a child care center to your child. You might make up your own storybook using in it your own child, the real setting, the care provider, children that attend, and the materials.

10. You might consider getting a special toy or animal that stays at

Continued

Continued

child care. Going to child care becomes going to see "Bear" and leaving is saying goodbye to "Bear," "See you tomorrow." This is especially useful with older infants or toddlers.

11. Remember that your child will approach the transition in his or her own characteristic style; if that style is usually to be upset with new situations, tears may be part of the normal adjustment to the child-care center. It is helpful to develop a routine way to say goodbye and to then follow it! Be sensitive to your child's feelings; accept those feelings but don't feel you have to act differently as a result. Call later to see if all is well.

12. Stay in close communication with the teacher, the center director, or the child-care provider to work out a satisfactory plan before and during the transition.

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN, 1982, p. 549-550.

MONITORING CHILD CARE

What do you look for once your child is already in care?

* Anything out of the ordinary that lasts more than a month or two in a new situation should be examined. Crying? Bring it to the attention of teacher or care provider.

* How does the child greet you when you arrive?

* What are the child's habits like at home? Overly cranky or irritable? Does the child eat and sleep well?

* How does he compare in terms of development with other children his age? Is he within a normal range?

* For a baby--is baby clean and neat? Have bowel movements been taken care of?

* What does the verbal child say about her experiences? What indirect signs do you detect from her experience? (Does she sing a new song or do something new?)

* Has care provider dropped hints or complained?

* Have there been any major schedule changes (yours, care provider's or school's)?

* Is there anything happening in care provider's or teacher's life that may affect child-care functioning (for example, a divorce or an illness)?

* Do you detect a change in the household standards of your care provider? Your day-care mother? In the school or the center?

* Do you have regular teacher conferences?

Hints:

* Children go through stages; for example, eight months to fifteen months is particularly known for stranger anxiety and eighteen to twenty-four months for separation anxiety.

* When the child begins to verbalize, you must sort out what is real and what is imaginary.

* Drop in unexpectedly as often as you can.

Do you......

* Discuss child's habits, likes, and dislikes with the care provider or the teacher? How often?

* Pay on time, arrive on time, offer gifts or bonuses, and extra days

Continued

Continued

off?

* Make surprise visits; overlap with the care provider periodically?
* Have a neighbor or relative drop in unexpectedly?
* Prepare a written agreement of expectations between the care provider and the parents?
* Prepare the child for changes or transitions, such as going from a care provider to a nursery school, to different care providers, or in using schedule changes?
* Discuss the day with your toddler in a relaxed manner?
* Let your care provider know immediately when something she does is not satisfactory rather than keeping it to yourself and letting tension build?
* Compare notes with other parents who use the same care provider or school?
* Compare notes with parents using a different care provider or school?

Source: Reprinted from Guide for Parents with Careers by R. Ashery and M. Basen; Copyright 1986, Acropolis Books Ltd., 2400 17th Steet, N.W. Washington, D.C. 20009 ($6.95 per copy).

CONCERN: CHILD- CARE

MODULE: CHILD-CARE EMERGENCIES

PROCESS SKILLS | CONCEPTS | STRATEGIES

PROBLEM

PR

1. Emergencies

a. On 3" X 5" cards, write child-care emergencies you have experienced. Collect the cards, read them aloud, and identify the problem in each emergency.

b. For each of the problems below, use practical reasoning to decide what to do.

(1) Your child gets ill at school. The school calls you at work and asks you to come and pick your child.
(2) You are to be at work in one hour. You are helping your nine-year-old son get ready for school. You hear on the radio that school was just canceled due to bad weather conditions.
(3) You are ready to leave for your care provider's when the care provider calls and tells you she is sick and cannot take care of your two-year-old daughter today.
(4) It is your turn to transport five children from school to swimming lessons after work. You have been requested to work overtime tonight.

Discussion Questions
•What situational factors affect a working parent in these emergencies?
•Would the outcome be different if you worked part-time? Owned your own business? Had a close relative living nearby? Had a working spouse?
•What would your expectations be if you were the employer?

c. Outline steps you could take to plan ahead for potential child-care emergencies.

PROBLEM

d. Discuss what you would do in the following situations:

(1) Parent-teacher conferences are this Friday and you have to work. What will you do about your conference? What will you do with the children that day?

PROCESS SKILLS | CONCEPTS | STRATEGIES

(2) Your dentist is only open Monday through Friday from 8:00 a.m. to 5:00 p.m., which are also your working hours. Your children need to go to the dentist. What will you do?

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

e. Using a list of parent-and-child situations, indicate which situations would keep you away from your job for a day (1) without question, (2) sometimes, and (3) never. Compile your answers and discuss how values influenced your choices. Discuss alternative ways of dealing with each situation.

(1) Your child is ill.
(2) Your child is in the hospital.
(3) Your child is graduating from high school.
(4) Your teenage child is entertaining friends at your home.

2. Agreements with Child Care Provider

a. Divide into two groups. One group is to take the position of the child's care provider and the other group is to take the position of the parent. Outline what agreement you would be willing to make for the situations given below. Negotiate an acceptable agreement between the two groups.

(1) Another child at the care provider's home gets sick.
(2) The parent's child gets sick.
(3) The care provider gets sick.
(4) The parent's child gets seriously injured at the provider's home.

b. Discuss the importance of giving your child's care provider power of attorney for your child.

3. Child Abuse

a. Using resources, identify and describe the categories of child abuse and neglect.

(1) Physical
(2) Sexual
(3) Emotional

b. Complete **"Expectations"** (p.710). Discuss the role of unrealistic expectations in child abuse.

PROCESS SKILLS | CONCEPTS | STRATEGIES

c. Using resources, find community services that serve abused children and child abusers. Interview or invite representatives to share their services with the group.

d. Research how to report child abuse and a person's obligations to report child abuse.

PR

e. Use practical reasoning to generate alternatives in **"Battered Children"** (p. 711).

f. In groups, read newspaper articles or case studies related to child abuse and neglect. Solve the problem presented by answering the question "What should be done in this situation?"

4. Missing Children

a. Read **"Missing Children: Four Basic Groups"** (p. 712). React to the statistics.

(1) About one out of ten children between the ages of 12-17 will run away from home each year.
(2) About 100,000 children each year cannot be located.

b. Discuss the steps to take when your child is missing.

(1) File a missing person's report with your local law enforcement agency. Make sure the information is entered into the Federal Bureau of Investigation's National Crime Information Center (NCIC) computer within 12 hours.
(2) Provide a fingerprint card and the most recent photograph available to the investigating agency. Be able to provide medical and dental records as requested.
(3) Contact all family members and friends who may know of your child's whereabouts.
(4) Call the Missing Children Information Clearinghouse (1-800-342-0821) and give a complete report.
(5) Consider asking the police or the prosecutor to file criminal charges against the abductor if you intend to press charges after your child has returned.
(6) Search for your child on your own as you work with the police.

c. Invite a law enforcement agency member to discuss child abduction by the noncustodial parent.

d. Read **"Danger Signals: Spotting A Runaway Before He Runs"** (p.713). Identify resources a parent could turn to for help if these signals were observed.

5. Protection of Children

a. Identify ways to protect children. Include actions for the parent to take and to teach the child to take. Compare your list to **"Safety Rules"** (p.714).

b. Reflect on why the protection of children is a responsibility of the parent, the family, and the community. Share your thoughts with the group members.

EXPECTATIONS

PART I

Parents who are frustrated and angry when their child--expecially their first one--doesn't do as they wish may lose control, and possibly abuse the child. Parents' knowing what they can reasonably expect of their child often helps in such a situation.

Can a parent expect a child to YES NO

1. Dress self at three and a half? ___ ___
2. Tie shoes at age three? ___ ___
3. Sleep through the night at three weeks? ___ ___
4. Jump rope at age six and a half? ___ ___
5. Share at age two? ___ ___
6. Not resent, at age ten, being called "the baby of our family?" ___ ___
7. Give up her dolls when she goes to kindergarten? ___ ___
8. Enjoy collections of things when five years old? ___ ___
9. As a toddler, want his favorite story read over and over? ___ ___
10. Stop wetting the bed after being paddled for it? ___ ___

PART II

Check the following situations that could lead to abuse by parents. Choose one to discuss in detail.

_____ My four-year-old makes me furious. If she can lace her shoes, she should be able to tie them. (Note: A child is usually age five or older before being able to tie shoes--lacing comes earlier.)

_____ Tom has a very sweet 11-month-old who hasn't yet learned to walk. Tom spends hours trying to help the baby learn to walk so that he can show him off to the neighbors. (Note: The child must not be quite ready--the parent should stop pushing so much.)

_____ Judy, at three and a half, was given blunt scissors by her mother to use at the nursery school craft table. Her mother tells the teacher she wants Judy to learn to use them. (Note: This is good--children at this age have the coordination skills to use them.)

_____ Mikey's dad has bragged at work that his two-year-old son will have no trouble riding the new tricycle. (Note: He may have trouble at age two, but the skill will soon develop.)

BATTERED CHILDREN

1. Janet is the mother of a baby girl. She had looked forward to having this baby and to being a mother. She thought that at last she would have someone to love her and really need her. Her husband, Don, was always so busy with his job and friends that he didn't spend much time at home. The lived so far away from her friends and family and Janet was alone much of the time. She knew the new baby would be company and so much fun.

   Soon after the baby's birth, Janet discovered that things weren't as good as she expected. There was so much to do for the new baby and she couldn't manage to keep the house as neat and clean as she wanted. She was always rushed for time. Every time Janet became involved in any of the household chores, the baby cried and had to have attention. Janet became so upset at times that she slapped her daughter when she cried. When Janet did this she always felt guilty. Being a mother wasn't much fun after all. The baby had become a burden rather than a joy.

2. Johnny's teacher was upset with him for being late again. He could have been on time if Daddy hadn't made him change to a long-sleeve shirt to hide the big bruise he had made when he hit him last night.

   It was hard for Johnny to stay awake and do his work. As usual, there was no food in the house and he hadn't had breakfast. Miss Jones had looked at his dirty clothes when he came in this morning. She wanted his parents to come to school to talk to her, but Johnny knew there was no need to tell them. They didn't care about him.

   Johnny ate his candy bar and potato chips alone in a corner of the playground. The other children never wanted to play with him, so he stayed in his corner and watched them play.

   Johnny was glad when school was over. He tried to like school, but he just couldn't do the things the other kids could do. He would take the long way home and look at all the pretty things in the shop windows. If he was lucky, his mother and father wouldn't be home when he got there.

Discussion Questions:

1. Were Janet's expectations of the new baby typical of an abusive mother's?
2. Why do you think Janet hit her baby?
3. What external symptoms did Johnny have of being an abused child?
4. Were Johnny's feelings about himself and his parents typical of an abused child?
5. When are adults likely to be abusive?
6. Why might one spouse permit the other to abuse children?

Source: What To Do Regarding Nurturing Human Development?, Ohio Department of Education, (Columbus, OH: 1983), p. 432.

MISSING CHILDREN: FOUR BASIC GROUPS

The United States Congress, in October 1984, defined the term "missing children" to include any individual under age 18 whose whereabouts are unknown to the individual's legal custodian, if the circumstances indicate either that the child may possibly have been abducted or that the child is likely to be abused or sexually exploited. These children are commonly divided into four major groups:

Runaways. Youths who have voluntarily left home make up the vast majority of missing children today. Studies by the Department of Health and Human Services show that up to one million children leave home each year. This group in itself is a very varied population. Many of these children run away from their homes in order to escape sexual abuse, physical abuse, or neglect. Some leave home only briefly and then return. Many of these children are at risk of becoming victims of street crime or exploitation. Louisville, Kentucky's Exploited and Missing Child Unit has produced studies showing that up to 11 percent of the children who have voluntarily left home end up as victims of criminal or sexual exploitation during their time away from home.

"Throwaways." For statistical purposes, these children are often included with runaways, so their numbers are impossible to determine. These are children who have been forced out of their homes or otherwise abandoned by their families. They suffer the same risks as runaway children.

Victims of Parental Kidnapping. The recent rise in the number of divorces has caused a rise in the rate of abductions of children by the parent who did not receive legal custody. The National Center for Missing and Exploited Children's best estimate of the number of these kidnappings ranges between 25,000 and 500,000 a year. While some observers tend to understate the impact of such kidnappings on the child, others disagree. Dr. Michael Agopian, Director of Los Angeles's Child Stealing Research Center, says that children ages eleven and under who go through this experience can suffer traumatic effects. His study found that those children who were removed for six months or less suffered such nervous symptoms as sleeping disorders, while those who were abducted for longer periods are at risk of more serious harm, such as developing patterns of distrustful behavior or lying.

Victims of Stranger Abductions. Every year, several thousand children in this country are kidnapped by strangers. Some are released. Some are recovered through police intervention. Others--like Adam Walsh, whose disappearance and death became the subject of a television drama--are murdered by their captors. About still others, there is no information at all. Children and families who undergo this kind of ordeal are devastated by it, but currently can obtain few support services, according to recent congressional testimony by Mrs. Marie Edenstrom, whose son was abducted and killed last year.

Source: Children's Defense Fund Reports, July 1985, p. 7.

DANGER SIGNALS:
SPOTTING A RUNAWAY BEFORE HE RUNS

According to the National Network of Runaway and Youth Service, (202) 488-0739, there are ten danger signals that may indicate that your child is about to run:

Growing isolation: The child avoids family gatherings, even at meals, and spends more and more time in his or her room alone.

Excessive blowups: Tantrums are common to the turbulent teens, but watch out when the smallest thing repeatedly seems to trigger an explosion of temper.

Abrupt mood swings: Take note if a normally sunny teen turns sullen, withdrawn, angry, and even manic without warning.

Increased violations: Rules are boundaries against which growing youths must lean or hurl themselves in the act of maturing. But take heed when "border incidents" turn to real rebellion.

Increased sleeping: It's normal for adolescents to sleep more than parents think is healthy. But beware of sudden marathons that can presage warn of depression or problems the child can't manage.

Diminished communication: Again, there may be a perfectly good reason why your child clams up. But if you can't think of one, and it persists, pay attention.

School troubles: Plunging grades, truancy, class cutting, disciplinary problems, and enduring fallouts with close friends--all can be cries for help that come before bolting.

Parental stack-blowing: Are you, and not the child, getting unreasonably upset over the smallest issues? Your feelings may be trying to tell you something--a subtle but significant shift in family balance that needs heeding.

Family crisis: Death, divorce, illness, the loss of a job, or a major move--any of these can disrupt the family constellation and send your child spinning out of orbit.

Unexplained money or possessions: Even if they're not stolen, they may be stashed for an impending getaway. Obviously, individual circumstances should tell you when concern is called for.

SAFETY RULES

Do not assume that it can't happen to you.

Never leave your child unattended. Never leave your child alone in the car or around shopping areas.

Be involved in your child's activities.

Question any gifts or money your child brings home.

Listen to your child. Be watchful of any strong bonds between an adult and your child. If your child does not like to be with someone, find out why.

Teach your child to use caution when alone in public rest rooms. If children are approached suspiciously, they should leave immediately. If someone tries to prohibit this, they should scream!

Teach your child about tricks people may use to get them to go with them.

Know how and where you can obtain your child's medical and dental records. Have your child fingerprinted and keep the card in a safe place. Update your child's height and weight on an annual basis. Keep a current photograph of your child. Have a copy of birth certificates, a record of birthmarks, and other important information.

Interview all new babysitters. Consideration should be given to asking for personal references.

Be aware that putting your child's name on T-shirts, books, and other personal items puts him or her on a first-name basis with a potential abductor.

When your child goes out at night, know where he or she is going and the time expected home.

If your child is riding with friends, know the license number of the car.

When traveling, know the route your child plans to take.

Teach your child to scream "I don't know you" if someone attempts to force him or her to accompany them.

Do not tell your children that they must obey implicitly anyone in authority. Never force them to touch someone they don't want to touch, or to be touched by someone they don't want to be touched by.

Teach your child that there are certain ways that adults, older children, babysitters, and other people should not touch them. Make information about sexual abuse a part of general teaching of personal safety. Teach your child the correct terms for body parts.

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Warn your child to never open the door to a stranger when alone at home.

Warn your child to never accept a gift, a treat, or a ride from a stranger. She or he should ignore a stranger's request for directions or assistance, such as "Help me find my dog", "Show me the way to...", "I need your help to..."

Make a mental note every day of exactly the clothing your child is wearing. Know where your children are at all time. Know their friends' names phone number, address, and responsible guardian. Sew identification labels into your child's clothing.

Know all the places your child and her or his friends play. Set definite times for him or her to return home or to check in by telephone. Know the route your child takes to and from each place.

Know the route your child takes to and from school. Tell your child not to use shortcuts or to alter the route for any reason. Your child should never walk alone, but always in a pair or a group. Tell him or her that when crossing streets, look first left, then right, then left again before proceeding. Know and tell your child about any safe havens on the school route where a child could seek shelter or safety.

Inform your school or day-care center that it is important to let you know if your child does not arrive. Inform them that it is vital that they never release your child to anyone but you or someone that you designate. A code word between you and your child should be established to identify any person so designated.

Know your child's blood type and have on hand a hair sample.

Explain that some adults may even threaten children by saying that their parents may be hurt or killed if the child ever shares a secret. Emphasize that an adult who does something like this is doing something wrong.

Practice having your child write his or her name, address, and telephone number. Show him or her a map of the United States and teach him or her to point out where he or she lives.

"Brand" your child's shoes! Take a wood-burning kit and burn your telephone number, name, or other information that may be needed for identification on the sole of your child's shoes. This identification mark will be left on any dirt surface and on many smooth surfaces.

Have your school establish a "school call-back program."

Tape coins for the phone into your child's shoes and/or sew them into the hems of clothing.

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Engrave your telephone number on the underside of a bracelet or in another inconspicuous place.

If you are setting up a car pool, ensure that you and your child know everyone who will be driving in that car pool. Remind your child that he or she is to go only with only these people. Establish strict procedures as to who will pick her or him up.

Teach your children

Their full name, address, and phone number (including the area code).

How to make a long-distance telephone call.

That a stranger is someone they and you don't know very well.

To never go near a car without your permission.

To never tell someone on the phone that they are home alone; if they are alone, they should lock the door and never answer the door for a stranger.

To never go into anyone's home without your permission.

That no one has the right to touch them or make them feel uncomfortable; that they have the right to say "NO"; that if someone does attempt to touch them, they should tell them to tell you. (Children rarely lie about these things.)

To tell you if someone asks them to keep a "secret."

To tell you if someone offers them candy, money, or a gift, or wants to take their picture.

To not walk home alone or through dark places, to always take a parent or a friend along when going to a public bathroom.

to yell loudly and run away if someone follows them or asks them to come to a car.

To not answer an adult who asks for directions or wants help; that adults should ask adults for help.

To always use a family code word to see if someone has been sent by you to pick them up; that if the person does not know the word, they should run away.

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To not look for you if separated from you while shopping, but to go to the nearest counter and ask for help; that they should to never go to the parking lot.

To not play in deserted places.

To call 1-800-431-5005, a 24-hour toll-free number for lost children operated by CHILD FIND, INC.

Your full name, work address, and telephone number.

That if anything happens, you will look for them no matter how long it takes to find them.

To tell you of any unusual discussions or strange requests; that when away from home and feeling scared or uncomfortable, they have the right to use the telephone without anyone's permission.

The difference between doing something bad and being the victim of wrongdoing, especially when an adult is involved.

To never give their name, address, or phone number to a stranger.

To never volunteer family vacation plans or information about your home.

CONCERN: HUMAN RESOURCE MANAGEMENT

MODULE: TIME MANAGEMENT

FACT 4.31

PROCESS SKILLS | CONCEPTS | STRATEGIES

1. Time Demands

a. Define the expressions below. Identify other common expressions about time.

(1) Time is money.
(2) Don't put off until tomorrow what can be done today.
(3) Use your time wisely.

b. Record how you used your time for one 24-hour day. Divide the **"Time Pie"** (p.721) into the way you spent your day.

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

c. Complete **"Time Demands"** (p.722) using the **"Time Schedule"** (p.724). Consider the values, goals, and situational factors that affected your decisions.

d. Using resources, define personal energy times. Identify your best and your worst times of day and what you generally are doing during those times of day. Suggest ways you can adjust your schedule to fit your best and your worst time of day.

2. Time Wasters

a. Cite examples of each time waster below.

(1) Laziness
(2) Procrastination
(3) Distractions
(4) Impatience

b. List ways you waste time. Keep a log of time wasted for one day.

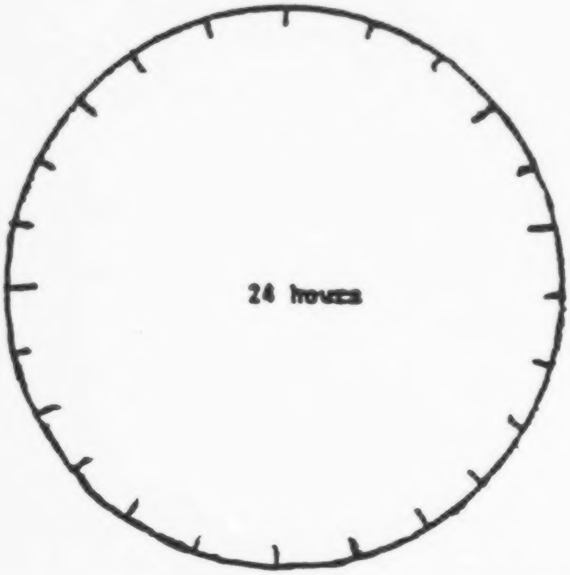
c. Debate when wasted time becomes relaxation time.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	3. Time Management	a. Develop a list of tips to manage your time.
PR		b. Using practical reasoning, decide what Janice should do. Suggest ways for Janice to manage her time efficiently. Janice has three preschool children. She decided that she needed training prior to reentering the work force so she enrolled in a vocational program. She also refused to go on public assistance during the period of time she was in school. Janice found a job that paid enough to cover the bills and her school expenses. Halfway through her first term in school, she realized that she did not have time for her children. She worked full-time and went to school in the evening. The only time she spent with her children was on the weekends.
		c. Compile a list of time-saving hints for working parents. Organize them in the following categories: (1) Job (2) Child (3) Home (4) Relationships
	4. Role-sharing	a. Describe the differences and similarities of traditional and egalitarian roles in the family.
		b. List common household chores and tasks. Identify which family member did each chore or task when you were a child. Identify which member in your present family does each chore or task. Discuss the differences and similarities between the two families.
		c. List ways you can share roles and tasks in your family.
		d. Review "Home Responsibilities" (p. 725). Develop a plan to involve children in appropriate home responsibilities. Monitor and praise each child's progress.
	5. Time on the job	a. Analyze why it is important to budget time on the job.
		b. Identify occupations in which the use of time is critical. For each

PROCESS SKILLS	CONCEPTS	STRATEGIES
		occupation shown below, list the consequences of bad timing, for the person doing the job and for others. (1) Ambulance driver (2) Postal worker (3) Barber (4) Baker (5) Truck driver (6) Telephone operator (7) Server

TIME PIE

Directions: On a separate sheet of paper, record how you used your time for one 24-hour period. Categorize you time into groups. Divide the time pie in proportion to how you spend your day.



TIME DEMANDS

Directions: Schedule all your activities on the **"Time Schedule"** (p. 724) except where time conflicts exist. When a time conflict exists, you must select the activity which, in your opinion, is the most important to you at the point in time.

1. You are asked to attend the Whitman Elementary parent-teacher meeting on Thursday night at 8:00 p.m. It is not necessary that you go; however, the group supported your daughter in a camp scholarship.

2. A good friend is in town and you haven't seen him for several months. He has tickets to a popular concert by a group you've been waiting for months to see. You tried to get tickets but they were sold out. The concert is on Thursday night and begins at 8:00 p.m.

3. A Booster Executive Committee Meeting is scheduled for Monday at 6:30 p.m. in Room 254 at the high school. The purpose of the meeting is to discuss the booster organizations annual appreciation banquet.

4. A friend drops by your home on Monday in his new Corvette and wants to take you riding. He knows a great place to eat and is willing to treat. He's asked you several times before and each time you had to put him off because of organizational responsibilities. He's got something important to talk with you about and says he'll get you back by about 8:30 p.m. if you leave immediately since the drive and eating will take about two hours.

5. The instructor of your class wants you to speak at the local Kiwanis Club meeting on Wednesday night at 7:30 p.m. The instructor believes the club will help sponsor scholarships to the vocational school, allowing more adults students to attend. This is the only week available for such a presentation.

6. Your parents want you to go with the family to visit your sister, who recently had a baby. The trip is scheduled for Wednesday. You've had to turn your sister down so many times to go and see her because you've been so busy with school and work responsibilities. You'll have to leave at 10:00 a.m. and won't return until 10:00 p.m.

7. The football team plays an important game on Friday evening at 8:00 p.m. The Boosters Association is responsible for the concession stand as a means of financing booster activities, especially the upcoming banquet and the sponsorship of delegates to the state conference.

8. You need a job with more hours to help cover some living expenses for the family. Your employer likes the job you are doing and offers to pay you "triple time" if you'll work Friday from 4:30 to 11:30 p.m. You need the extra money and know the employer needs your help.

9. This Thursday at noon the Sertoma Club wants you to give a presentation help them better understand the program you are enrolled in. You

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realize that this is a good group, capable of giving financial aid to students wanting to further their education.

10. A very close friend wants you to attend a Rotary Club meeting with her at noon on Monday, since she will be receiving an award. She's really insisting that you go with her. She doesn't really understand ho w you could even consider not going with her.

11. The church scheduled a softball game immediately following church on Sunday, beginning at 12:30 pm. The team has only the required number of players, no extras. You know you need to be there to avoid forfeiting or being beaten too badly.

12. Several relatives are visiting and your mother decides the family should have a picnic on Sunday afternoon. The picnic will begin at 12:30 p.m., when each family member will give a short talk. Your mother knows that you have a busy schedule, but she says, "You're just too busy. You need to take some time for yourself and the family."

13. Your babysitting co-op is conducting a bake sale on Monday afternoon after school. All members are expected to participate.

14. A Leadership Breakfast is on Thursday morning at 6:30 a.m. You will represent the Job Club. This is not a required meeting, but you know you should represent Job Club at this breakfast as a public relations effort.

15. Your best friend asks you to have breakfast with her and her parents on Thursday morning at 6:30 a.m. At the college you are planning to attend, your friend's father has a good friend who could possibly help you get a scholarship and an on-campus job. Since you need financial assistance to attend college, you know this is a good opportunity to get some "inside" help.

16. Your son has a birthday party tomorrow, Friday, at 4:00 p.m. You need to order a sheet cake from the bakery. It's 3:00 p.m. Thursday. It will take you approximately two hours to run the necessary errands.

17. A community ceremony is scheduled for Thursday at 3:30 p.m. A great band is putting on a one-hour concert. You really want to hear the group, since you have a couple of their albums.

18. After school on Tuesday, the job club has called a special two-hour meeting which will begin at 3:30 p.m., to discuss several very important issues. It is vital that you attend, since you need a full-time job.

19. A close friend is in a swimming meet on Tuesday afternoon. She has made the finals and wants you there to cheer her on to victory. She's somewhat superstitious, and since you were a spectator when she won her last race, she really wants you to be with her. The finals begin at 3:15 p.m. at the YMCA pool.

TIME SCHEDULE

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00 a.m.							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00 p.m.							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

HOME RESPONSIBILITIES

FOR TWO TO THREE YEAR OLDS*

1. Pick up unused toys and put them in the proper place.
2. Put books and magazines in a rack.
3. Sweep the floor.
4. Empty ashtrays.
5. Place napkins, plates, and silverware on the table. The silver is on but not correctly at first.
6. Clean up what they drop after eating.
7. Make a decision, given a choice of two foods for breakfast. Learn to make a simple decisions.
8. Clear own place at the table. Puts the dishes on the counter after cleaning the leftovers off the plate.
9. Toilet trained.
10. Do simple hygiene, such as brushing teeth, washing and drying hands and face, and brushing hair.
11. Undresses self and dresses with some help.
12. Wipe up own accidents.
13. Carry boxed or canned goods from the grocery sacks to the proper shelf: put some things away on a lower shelf.

FOR FOUR-YEAR-OLDS*

1. Set the table — with good dishes, too.
2. Put the groceries away.
3. Help with the grocery shopping and compile a grocery list.
4. Polish shoes and clean up afterwards.
5. Follow a schedule for feeding pets.
6. Help do yard and garden work.
7. Help make the beds and vacuum.
8. Help do the dishes or fill the dishwasher.
9. Help the child learn responsibilities by making a goal chart. Then if the work is done all week, the parent and child get to do something special like go out to lunch.
10. Dust the furniture.
11. Spread butter on sandwiches.
12. Prepare cold cereal.
13. Help prepare plates of food for the family dinner.
14. Make a simple dessert (add topping to cupcakes or jello, and pour the toppings on ice cream).
15. Hold the hand mixer to whip potatoes or mix up a cake.
16. Share toys with friends (practice courtesy).
17. Get the mail.
18. Tell parent whereabouts before going out to play.
19. Play without constant adult supervision and attention.
20. Bring in the milk from the milkbox.
21. Hang socks, handkerchiefs, and washcloths on a lower line.

Continued

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FOR FIVE-YEAR-OLDS*

1. Help with the meal planning and grocery shopping.
2. Make own sandwich or simple breakfast, then clean up.
3. Pour own drink.
4. Prepare the dinner table.
5. Tear up lettuce for salad.
6. Put in certain ingredients to a recipe.
7. Make bed and clean room.
8. Dress on own and choose outfit for the day.
9. Scrub the sink, toilet, and bathtub.
10. Clean mirrors and windows.
11. Separate clothing for washing. Put white clothes in one pile and colored in another.
12. Fold clean clothes and put them away.
13. Answer the telephone and begin to dial the phone for use.
14. Help with yard work.
15. Pay for small purchases.
16. Help clean out the car.
17. Take out the garbage.
18. Decide how to spend own share of the family entertainment fund.
19. Feed pets and clean the living area.
20. Learn to tie shoes.

FOR SIX-YEAR-OLDS*
(FIRST GRADE)

1. Choose own clothing for the day according to the weather or a special event.
2. Shake rugs.
3. Water plants and flowers.
4. Peel vegetables.
5. Cook simple food, such as hot dogs, boiled egg, and toast.
6. Prepare own school lunch.
7. Help hang clothes on the clothesline.
8. Hang up own clothes in the closet.
9. Gather wood for the fireplace.
10. Rake leaves and weeds.
11. Take pet for walk.
12. Tie own shoes.
13. Take care of own minor injuries.
14. Keep the garbage container clean.
15. Clean out inside of car.
16. Straighten or clean out silverware drawer.

FOR SEVEN-YEAR-OLDS*
(SECOND GRADE)

1. Oil and care for bike and lock it when unused.
2. Take phone messages and write them down.
3. Run errands for parents.
4. Sweep and wash patio area.
5. Water the lawn.
6. Care for bike and other outside toys or equipment properly.
7. Wash dog or cat.
8. Train pets.

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9. Carry in the grocery sacks.
10. Get self up in the morning and to bed at night on own.
11. Learn to be polite and courteous, and to share with and respect others.
12. Carry own lunch money and notes to school.
13. Leave the bathroom in order; hang up clean towels.
14. Do simple ironing; flat pieces.
15. Wash down walls and scrub floors.

FOR EIGHT-YEAR-OLDS TO NINE-YEAR-OLDS*
(THIRD GRADE)

1. Fold napkins properly and set silverware properly.
2. Mop or buff the floor.
3. Clean venetian blinds.
4. Help rearrange furniture; help plan the layout.
5. Run own bath water.
6. Help others with their work when asked.
7. Straighten own closet and drawers.
8. Shop for and select own clothing and shoes with parent.
9. Change out of school clothes without being told.
10. Fold blankets.
11. Sew buttons.
12. Sew rips in seams.
13. Clean storage room.
14. Clean up animal "messes" in the yard and house.
15. Begin to read recipes and cook for the family.
16. Babysit for short periods of time.
17. Cut flowers and make a centerpiece.
18. Pick fruit off trees.
19. Build a campfire, get items ready to cook out (charcoal, hamburgers).
20. Paint fence or shelves.
21. Help write simple letter.
22. Write thank-you notes.
23. Help with defrosting and cleaning the refrigerator.
24. Feed the baby.
25. Bathe younger sister or brother.
26. Polish silverware, copper, or brass items.
27. Clean patio furniture.
28. Wax living room furniture.

FOR NINE-YEAR-OLDS TO TEN-YEAR-OLDS*
(FOURTH GRADE)

1. Change sheets on the bed and put dirty sheets in the hamper.
2. Operate the washer and/or dryer.
3. Measure detergent and bleach.
4. Buy groceries using a list and cooperative shopping.
5. Cross streets unassisted.
6. Keep own appointments, such as dentist or school, and make them within biking distance.
7. Prepare pastries from box mixes.
8. Prepare a family meal.
9. Receive and answer own mail.
10. Pour and make tea, coffee, and Kool-aid.

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11. Wait on guests.
12. Plan own birthday or other parties.
13. Use simple first aid.
14. Do neighborhood chores.
15. Sew, knit, or weave (even using a sewing machine).
16. Do chores without a reminder.
17. Learn to do banking and to be thrifty and trustworthy.
18. Wash the family car.

FOR 10-YEAR-OLDS TO 11-YEAR OLDS*
(FIFTH GRADE)

1. Earn own money (e.g. by babysitting).
2. Be alone at home.
3. Handle sums of money up to $5.00 (honesty).
4. Take the city bus.
5. Conduct self properly when staying overnight with a friend. Pack own suitcase.
6. Be responsible for a personal hobby.
7. Be able to handle self properly when in public alone or with peers.

FOR 11-YEAR-OLDS TO 12-YEAR-OLDS*
(SIXTH GRADE)

1. Join outside organizations, do assignments, and attend. Take responsibility as a leader.
2. Put siblings to bed and dress them.
3. Clean pool and pool area.
4. Respect others' property.
5. Run own errands.
6. Mow the lawn.
7. Help father build things and do the family errands.
8. Clean the oven and stove.
9. Schedule ample time for studies.
10. Buy own sweets or treats.
11. Be responsible for paper route.
12. Check and add oil to car.

HOME RESPONSIBILITIES FOR JUNIOR HIGH STUDENTS

1. Determine how late to stay up during the week. Determine how late to be out for evening gatherings through mutual parent-child discussion and agreement.
2. Handle complete responsibility of preparing family meals.
3. Social awareness, such as good health, necessary rest, nutritious food, correct weight, physical examinations, and exercise.
4. Anticipate the needs of others and initiate the appropriate action.
5. Have realistic acceptance of capabilities and limitations.
6. Have self-respect and individual worth.
7. Have responsibility for own decisions.
8. Show mutual respect, loyalty, and honesty in the family.

*These are suggested activities for involving children in family life. No one child would be expected to assume all these duties.

Source: Reprinted with permission. Balancing Work and Family, A curriculum developed by the Minnesota Vocational Education Work and Family Institute, White Bear Lake, MN, 1982, p. 318-322.

CONCERN: **HUMAN RESOURCE MANAGEMENT**

MODULE: COMMUNITY INVOLVEMENT

FACT 4.32

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Voting	a. Using resources, outline the key events in the woman's suffrage movement. Share how you would feel and think if you were living in that era.
		b. Describe your reactions to the statement "My vote doesn't make any difference."
		c. Analyze the potential impact of women who vote in current community, state, and national issues.
SELF FAMILY SOCIETY		d. Invite an elected official to talk about voting rights and responsibilities. Discuss the effects of voting on yourself, your family, and your community.
PR		e. Using practical reasoning, answer the question "What should I do about voting?"
		f. Investigate how you register to vote and how to cast an absentee ballot.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	2. Volunteerism	a. Create case studies of individuals who have made the transition from volunteerism to paid employment. Consider the values, goals, and factors in making the transition.
PROBLEM		b. Tell what you would say to a person who was comfortable in a volunteer role but scared to take the risk of becoming employed.
		c. Suggest ways to be involved in volunteer work while also being employed.
		d. Fantasize what life in your community would be like if everyone stopped volunteering. Discuss the importance of volunteers.
		e. Develop a list of rights and responsibilities of volunteers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		f. List reasons why people volunteer and why they stop volunteering. g. React to the following true situations. Using practical reasoning, determine the consequences for the volunteer employee, the employer, and the community in each situation. (1) An employee on leave with pay from Xerox Corporation in Stanford, Connecticut, helps pregnant teenagers get back on track. (2) Foremost McKesson, Inc., a San Francisco-based food products marketing company, sponsors an employee-run series of in-house parties and outings for senior citizens. (3) A group of workers at J.C. Penney meet in their company's cafeteria twice a week to tutor illiterate adults.
	3. Responsibility to the Community	a. Using newspapers and other sources of local information, identify problems facing your community. b. Select one community issue of interest to the group. Search out pro and con information on the issue. Consider alternatives and their consequences in solving the issue. c. Divide into groups of four to six participants and discuss **"Friendsville Situation"** (p.732) or a local community issue. Develop an action plan to resolve the problem. Compare the similarities and differences between the various groups' action plans. Recognize how different approaches to problems can successfully resolve them. As a total group, decide which plan most effectively resolves the problem.
	4. Community Resources	a. Describe how the people must feel in the situations below. Suggest ways they can accept and overcome some of their feelings. (1) For the first time in her life, Chris must apply for social services, food stamps, Aid to Dependent Children (ADC), housing assistance, and Home Energy Assistance Program (HEAP). Her husband has left her and she has no money. (2) It is 5:00 a.m. and Joe is standing in line outside the Human Services Department to get public assistance. He hears rude comments from people

PROCESS SKILLS	CONCEPTS	STRATEGIES
		driving by.
		b. Identify problems families experience. Using resources, locate community agencies available to help with those problems.
		c. Discuss your rights and responsibilities in using community resources.
	5. Educational Services	a. Identify all the available educational services within commuting distance of your home.
		b. Invite a panel of individuals from educational institutions to discuss support services, financial assistance, and other services available to adult students returning to school.
		c. Interview adult students returning to an educational setting to find out how they adjusted to being students again.

FRIENDSVILLE SITUATION

Friendsville is a rural community with about twenty-five thousand residents. The community has maintained a small industry base. It is surrounded by a productive agricultural industry that is involved mostly in dairy and poultry production. Recently, the community has been experiencing several problems that have concerned both the town and the rural residents. The most recent was that the community's high school was condemned by state officials. The cost to repair the building to meet safety standards would be approximately half the cost of a new facility. The school board has the three months of summer vacation to solve the problem. Consider the following questions as if you were a school board member.

1. What is the problem?
2. What pressures can you identify?
3. What resources are available?
4. How do you believe the problem should be solved?
5. How do you believe various factions within the community feel the problem should be solved?
6. List your priority actions to deal with this problem.

CONCERN: **LEGAL ISSUES**

MODULE: RIGHTS AND RESPONSIBILITIES

PROCESS SKILLS	CONCEPTS	STRATEGIES
	1. Rights and Responsibilities	a. Clip newspaper articles that relate to consumer protection, company lawsuits, and malpractice lawsuits. Give a clipping to teams of group members to review. A representative from each group is to summarize his or her group's clippings. In the summary, the representative should tell (1) a synopsis of each story, (2) what "consumer right(s)" the clipping discussed, and (3) why she or he feels the consumer did or did not need protection.
	2. Consumer Rights	a. Using resources, discuss consumer rights and reasons why participants believe these rights are important to them as consumers. Describe responsibilities that correspond to the five consumer rights, listed below. (1) Right to be safe (2) Right to be informed (3) Right to choose (4) Right to be heard (5) Right to be protected
PR	3. Responsibilities	a. Tell individually about an incident when you felt that you, a friend, or a family member had one of the five consumer rights violated. Give advice on how to handle the incident, incorporating the following questions: (1) Can we be protected from a situation of this type? If so, how are we protected and by whom? (2) Are there consumer responsibilities that could have been a part of this incident? (3) What would have been your solution to the situation if you were the business representative involved?
	4. Right to	a. Collect various safety labels, such as Underwriter's Laboratories, Blue

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Be Safe	Star Waranties, Good Housekeeping, and use and care information booklets or selected products to evaluate for safety. Develop a list of five questions to use when determining safety for each of the products.
		b. Analyze how safety factors came about by using information from the U.S. Product Safety Commission.
	5. Right to Be Informed	a. Collectively make a detailed analysis of three or more advertisements that make specific claims and that participants have seen or heard through the news media. Reflect on how the individual advertisements might affect various age groups, such as children, teens, middle-aged, and the elderly.
		b. Use mail-order catalogs to analyze features of new products. Compare the mail-order descriptions with newspaper descriptions of the same products for the kinds of information available in each. Develop a list of unfamiliar terms for future study.
		c. Gather consumer literature information from governmental agencies, such as the Special Assistance for Consumer Affairs, the Food and Drug Administration, the Internal Revenue Service, United States Postal Service, Cooperative Extension Service, and Fire Bureau. Review the information, ranking it on a scale from 1 to 5 (1 = best) as to whether it (1) is factual and accurate, (2) is concise and clear to understand, and (3) avoids the need for additional information. Discuss why the government is involved with consumer information.
		d. Gather consumer literature from private-sector manufacturers, such as of automobiles, appliances, foods, and stereos. Proceed with the same described in 5-c above.
PR		e. Brainstorm where consumers might gather information. Then evaluate the list by using the practical reasoning process. Use the chart below as a motivator.

Criteria				
Information source	Information is reliable and accurate.	Information is complete.	Information fits my values and goals.	Information applies to all purchases.
Professional in the field				
Friends				
Relatives				
Magazines				
Brochures				

6. Right to Choose

a. Invite a resource person to give advice on how to be an efficient shopper.

b. Develop a list of criteria for selecting groceries. Follow and observe grocery shoppers. Analyze the person's product selection using the established criteria.

PR

7. Right to Be Heard

a. Hold a "Complaint Game" by having members role-play customers and clerks in various situations. Use the practical reasoning process to analyze the alternatives, consequences, and solutions.

(1) Shrunken skirt
(2) Broken eggs
(3) Incorrect change
(4) Incorrect billing
(5) Incorrect catalog merchandise received

b. Using the **"Sample Complaint Letter"** (p.738), write a letter to manufacturers to voice a complaint or a compliment or to give suggestions concerning a

PROCESS SKILLS | CONCEPTS | STRATEGIES

specific product. Attach a note requesting comments on the value of the letter and on how it might be improved. Compare letters sent and letters received.

c. Review "**Smart Action**" (p.739). Cite examples of being "ripped off." Generate alternatives.

8. Right to Be Protected

a. Brainstorm how you are protected in a typical day through laws and regulations.

PR

b. Using the practical reasoning process, analyze what would happen in various situations if there were no rules or laws. Consider

(1) School without regulations
(2) A highway without motor vehicle regulations
(3) Pedestrians on streets without regulations
(4) Stores without protection from theft

9. Community Resources

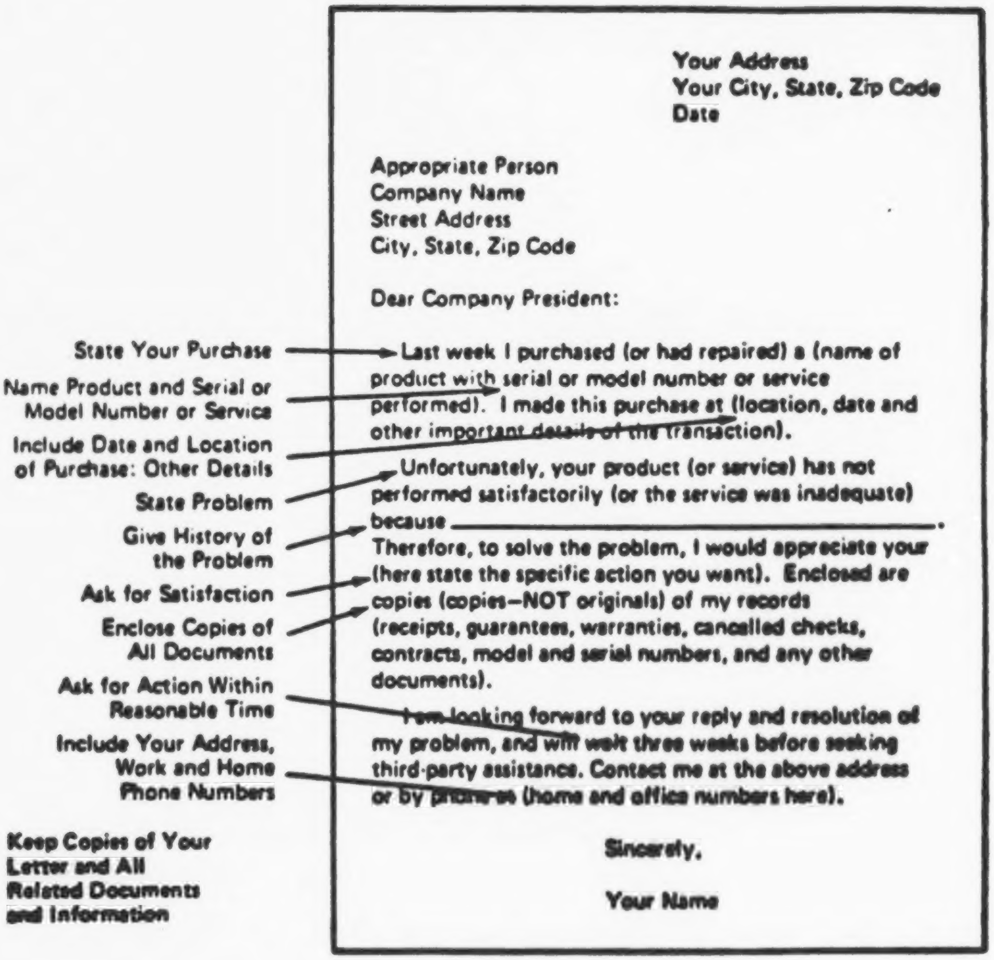
a. Develop a list of community resources. Decide where you might find information in the five situations below.

(1) You want to see how much your electric bill will be in the new apartment you are moving to.
(2) You want to decide whether or not to take a first-aid course.
(3) You have just signed a contract to purchase a $109 sweeper from a door-to-door salesperson. You have changed your mind and don't want the sweeper.
(4) You have some questions about your retirement.
(5) You want to find out what all those different grades on meats and eggs mean.

b. Investigate functions that the agencies listed below do. Then relate how these agencies' functions might benefit consumers. Use the chart.

ORGANIZATION	FUNCTIONS	BENEFITS TO CONSUMERS
Labor Unions		
Consumer Research Incorporated		
Environmental Protection Agency (EPA)		
City Ombudsperson		
Chamber of Commerce		
Federal Housing Administration (FHA)		
Cooperatives		

SAMPLE COMPLAINT LETTER



Your Address
Your City, State, Zip Code
Date

Appropriate Person
Company Name
Street Address
City, State, Zip Code

Dear Company President:

Last week I purchased (or had repaired) a (name of product with serial or model number or service performed). I made this purchase at (location, date and other important details of the transaction).

Unfortunately, your product (or service) has not performed satisfactorily (or the service was inadequate) because __________________________________.
Therefore, to solve the problem, I would appreciate your (here state the specific action you want). Enclosed are copies (copies—NOT originals) of my records (receipts, guarantees, warranties, cancelled checks, contracts, model and serial numbers, and any other documents).

I am looking forward to your reply and resolution of my problem, and will wait three weeks before seeking third-party assistance. Contact me at the above address or by phone at (home and office numbers here).

Sincerely,

Your Name

State Your Purchase

Name Product and Serial or Model Number or Service

Include Date and Location of Purchase: Other Details

State Problem

Give History of the Problem

Ask for Satisfaction

Enclose Copies of All Documents

Ask for Action Within Reasonable Time

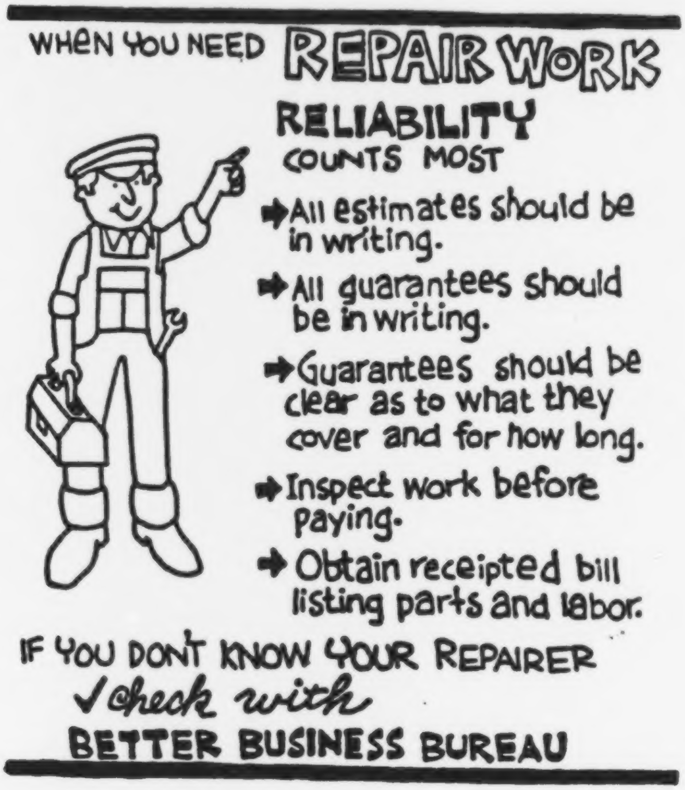
Include Your Address, Work and Home Phone Numbers

Keep Copies of Your Letter and All Related Documents and Information

Source: Consumer's Resource Handbook, Consumer Information Center, Pueblo, Colorado, 1979, pp 2-3

SMART ACTION

1. Don't throw away bills, receipts, contracts, letters, envelopes, magazine or newspaper ads, brochures, faulty merchandise, or other items that may help you prove that you have been ripped off.
2. If you think you have been ripped off, then immediately contact the merchant or company about your complaint. If the person you talk to can't or won't help you, then demand to talk with his or her superior, and continue up the line until you are satisfied.
3. Neatly TYPE your complaint letters, send all correspondence by certified mail, and keep copies.
4. If your complaint is not resolved in this way, then there are several agencies that may be able to help you if you contact them as soon as possible.



WHEN YOU NEED REPAIR WORK

RELIABILITY COUNTS MOST

➡ All estimates should be in writing.
➡ All guarantees should be in writing.
➡ Guarantees should be clear as to what they cover and for how long.
➡ Inspect work before paying.
➡ Obtain receipted bill listing parts and labor.

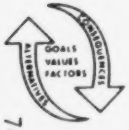
IF YOU DON'T KNOW YOUR REPAIRER
✓ check with
BETTER BUSINESS BUREAU

When you have repair work done, make sure you are dealing with a reliable repairer and have a written contract so that you will know exactly what you are getting and the terms.

CONCERN: LEGAL ISSUES

MODULE: FAMILY LAW

PROCESS SKILLS	CONCEPTS	STRATEGIES
    GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	1. Laws	a. Use the analogy of a law being like a blueprint for model homes. Discuss how interpretation "customizes" laws, like blueprints can be customized for homes. b. Identify goals, values, and situational factors that may affect the situations below. (1) A divorced father is delinquent on child-support payments. (2) A divorced couple negotiates for joint custody of. (3) A woman wants to establish paternity.
	2. Legal Services	a. Develop a list of criteria in selecting a lawyer. b. Brainstorm situations in which an individual needs a lawyer. c. Compare ways in which lawyers' fees are handled. d. List legal services Catherine may use if she wants to divorce her husband, Jerry. She cannot afford a lawyer. e. Compare the similarities and the differences between legal services in your area. Include services provided, credentials, fees, procedures, and other information. f. Identify other community resources that provide legal support.
	3. Marriage	a. Discuss the statement "Marriage is a partnership." b. Describe the following in regards to getting married:

PROCESS SKILLS	CONCEPTS	STRATEGIES
		(1) AIDS testing (2) Pre-nuptial agreements (3) Parental consent for minors (4) Settlement papers from previous marriages
	4. Divorce and Dissolution	a. Read and discuss **"Divorce and Related Matters"** (p. 743).
		b. Determine the differences and the similarities between a divorce and a dissolution. Consider when a divorce might be a better choice than a dissolution, and vice versa.
		c. React to the statement "An individual has a constitutional right to be married, but not a constitutional right to get a divorce."
		d. Using resources, analyze case studies from divorce court. Consider the facts, the consequences of the outcome, and some alternatives.
		e. Invite a domestic relations lawyer to discuss divorce, dissolution, and separation issues.
	5. Paternity	a. Using resources, define "paternity."
		b. Create scenarios in which paternity could be established.
		c. Talk with a caseworker about establishing paternity.
	6. Child Support	a. React to the statistics below. (1) For two years following a divorce, 80 percent of child support is not paid. (2) Thirteen percent of Ohio families affected by divorce or dissolution experience visitation problems.
		b. Invite a panel of child-support-enforcement caseworkers, lawyers, and judges to discuss child-support-enforcement issues.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	7. Wills	a. Review Ohio law on division of property upon death.
		b. Determine if the following people need wills: (1) A single person with relatives (2) A married couple with no children (3) A noncustodial parent (4) A single parent with children (5) A single person with no relatives
		c. Invite a lawyer to discuss making a will.
		d. Outline provisions you would put in your will. Reflect on your provisions and on what is best for you, your family, and society.

DIVORCE AND RELATED MATTERS

Although the law's primary concern is to protect the solidarity of the family, it recognizes that relations between a husband and wife can deteriorate to such a point that the lesser evil may be done in different ways, including divorce, dissolution of marriage, annulment, and legal separation. The Domestic Relations Court is concerned with these matters, and with child custody and support, alimony, and division-of-property questions arising in such proceedings.

Domestic Relations Actions in General

Ohio recognizes five basic types of legal proceedings involving marriage. Suits for divorce, dissolution of marriage, and annulment all envision the same end result--dissolving the marriage--although the basis for each of the suits is different. A suit for alimony only is designed to effect a legal separation of husband and wife without dissolving the marriage. An action for conciliation is a type of predivorce action, in which an attempt is made to settle the differences between husband and wife without resort to divorce, annulment, or legal separation. Questions of alimony and division of property between the parties, and questions of custody and support of children, if any, may be part of the main action.

The Domestic Relations Court has jurisdiction over all the foregoing actions. A unique feature of domestic relations jurisdiction is that it does not end when a suit for divorce or a similar action is ended. When the court makes a decision as to alimony, child custody, or child support, it is necessarily made in light of the current circumstances of the parties. These circumstances can and do change from time to time, and the Domestic Relations Court has continuing jurisdiction to make appropriate changes in its previous orders. By contrast, judgments in most other types of lawsuits cannot, as a practical matter, be altered once they are entered.

Divorce

The classic action to dissolve a marriage is divorce. In Ohio, there are separate grounds on which a divorce may be granted. These are (1) either party had a spouse living at the time of the marriage from which the divorce is sought; (2) willful absence of the adverse party for one year or more; (3) adultery; (4) impotency; (5) extreme cruelty; (6) fraudulent marriage contract; (7) gross neglect of duty; (8) habitual drunkenness; (9) imprisonment of the adverse party in a penitentiary; (10) procuring a divorce outside Ohio (a "quickie" Mexican divorce, for example) by which the adverse party is relieved of the marriage obligations but the person remaining in Ohio is not; and (11) living separate and apart, continuously and without cohabitation, for one year.

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The grounds most often used are extreme cruelty and gross neglect of duty. Formerly, extreme cruelty meant physical cruelty only. Over a period of many years, however, the case law has developed so that it now includes both physical and mental cruelty. Gross neglect of duty takes in a wide range of unacceptable conduct by a husband or wife. Typical examples are the failure of the husband to support his family adequately, and the failure of the wife to meet her obligations as a homemaker.

Dissolution of Marriage

A type of proceeding in Ohio, called dissolution of marriage, is a substantial departure from the traditional concept of divorce. In essence, it is a divorce by agreement of the parties. No grounds for divorce need be established. In order to obtain a divorce in this way, the husband and wife must first enter into a separation agreement providing, among other things, for a division of property and, if they have minor children, for child custody and support and for visitation rights. The separation agreement must be attached to the petition for a dissolution of marriage, and the petition itself must be signed by both parties. If the Court approves the agreement, the marriage will be dissolved. In examining the separation agreement, the Court is mainly concerned that it is fair to both the husband and the wife, and makes proper provision for the children.

Annulment

Whereas divorce and dissolution of marriage result in dissolving a marriage that was valid, annulment results in declaring a marriage never to have been valid in the first place. The grounds for annulment in Ohio are that (1) the party seeking the annulment was underage at the time of the marriage, (2) a former marriage of either party was and still is valid, (3) either party was mentally incompetent, (4) the consent of either party to the marriage was obtained by fraud, (5) the consent of either party was obtained by force, and (6) the parties never consummated the marriage (that is, engaged in sexual relations as husband and wife), even though the marriage was otherwise valid. If cohabitation follows after a party comes of age, after competency has been restored, after the fraud by which consent was obtained is discovered, or when force was used to obtain consent, then an annulment cannot be granted on grounds 1, 3, 4, or 5, respectively. Child custody and support may be granted, and an annulment does not affect the legitimacy of children.

Legal Separation

Ohio law recognizes a separation of husband and wife with or without court action. The parties go their separate ways, but the marriage remains valid.

The general rule is that husbands and wives cannot contract

continued

continued

away their marriage obligations. An exception to this permits the parties to enter into an agreement whereby they may live apart from each other. Such separation agreements are often incorporated into the divorce decree if one of the parties subsequently obtains a divorce.

A legal separation results from an action for alimony only, in which the complaining party seeks to have the other party ordered to pay alimony, without a divorce. The question of child custody and child support may also be included in an action for alimony only. If alimony and child support is granted, payment is enforceable the same as if it had been granted in a divorce action. The grounds for an action for alimony only are (1) adultery, (2) gross neglect of duty, (3) abandonment without good cause, (4) ill-treatment by the adverse party, (5) habitual drunkenness, and (6) imprisonment of the adverse party in a penitentiary.

Alimony and Division of Property

Alimony is a payment by one spouse to another for his or her own support. It may be granted in a divorce, a dissolution of marriage, or an action for alimony only. Theoretically, division of the property of the parties is not alimony, although whether and how much alimony will be granted depends in part, at least, on how the property is divided. The Court must consider a number of factors in determining whether alimony is necessary, and the nature, amount, and manner of its payment. These factors include (1) the relative earning abilities of the parties, (2) the ages, and the physical and emotional condition of the parties, (3) retirement benefits, (4) expectations and inheritances, (5) duration of the marriage, (6) the extent to which custody and care of a minor child will interfere with a party's seeking employment outside the home, (7) the standard of living established during the marriage, (8) the relative education of the parties, (9) the relative assets and liabilities of the parties, (10) property brought to the marriage by either party, and (11) the contribution of a spouse as homemaker. Depending on the circumstances, a wife may be ordered to pay alimony to the husband, although in the usual case it is the other way around. The court may order alimony to be paid in a lump sum or in installments.

Child Custody and Support

When there are minor children to a marriage, their support must be considered before the question of alimony. Custody of a child may be awarded to either party, or to both parties jointly. The court may allow a child age twelve or older to choose, subject to the court's approval, the party with whom he or she wants to live. In determining who is to have custody, the child's best interests must be the Court's prime concern. In determining the amount of child support to be paid, the Court must take into account: (1) the child's financial resources, (2) the financial resources and needs of the parent having custody, (3) the standard

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continued

of living the child would have enjoyed had the marriage continued, (4) the child's physical and emotional condition, (5) the financial resources and needs of the parent who does not have custody, and (6) the educational needs of the child, and the educational opportunities that would have been available to him had the circumstances requiring a support order not arisen.

Conciliation

The break up of a marriage has unfortunate and traumatic effects on the parties and on their children. Divorce or separation can also be expensive, not merely to obtain it, but also when it is over. Consequently, divorce or separation should be viewed only as a last resort to be used when all reasonable efforts at saving a marriage have failed. It is very much in the best interests of a husband and a wife to try to settle their differences, either by themselves or with professional help.

A husband and a wife might seek the help of a minister, a priest, or a rabbi, whose training equips them to act as marriage counselors. Professional counselors are in private practice in many areas of the state. Many social agencies operate marriage counseling services. The Domestic Relations Courts of many counties in Ohio offer marriage counseling services. Sometimes, one spouse or the other refuses to undergo marriage counseling. Ohio has a procedure, called "conciliation of marital differences," by which a husband and a wife can be obliged to at least try to settle their differences before resorting to divorce or separation. The procedure is administered by the Domestic Relations Court, and may be begun at the request of either party.

Source: The Law and You: A Handbook of General and Everyday Law Affecting Ohio Citizens, 8th ed., Ohio State Bar Association and Ohio State Bar Foundation (Columbus, OH: 1988), pp. 120-123.

CONCERN: LEGAL ISSUES

MODULE: CONSUMER LAW

PROCESS SKILLS | CONCEPTS | STRATEGIES

PR

1. Consumer Law

a. Read and react to the following statement "Ohioans lose millions of dollars annually to consumer fraud. The average Ohioan loses approximately two hundred dollars each year and often doesn't realize it due to lack of knowledge of the law. Ohioans call the Attorney General's office each month with consumer complaints."

Discussion Questions

- Why should Ohioans be concerned about consumer fraud?
- How does consumer fraud effect Ohio's economy?

b. Decide what you can do to protect yourself from consumer fraud if you had the following problems.

(1) Case 1: Donovan versus Raleigh Record and Tape Club

Facts: In March 1985 Elton Donovan joined the Raleigh Record and Tape Club. When Elton ordered two tapes by the Grateful Zepilin and The Blunt Sisters, he received a tape by the Painters.

Elton returned the tape with an explanation of the problem, but he was billed for the two albums that were originally ordered. He sent another letter attempting to rectify the problem; he was unsuccessful. Elton began to receive letters threatening to turn his account over to a collection agency.

Solution: An investigator sent a letter to Raleigh Record and Tape Club explaining the problem. In the tape club's response, the Director of Operations contended that Elton Donovan's albums had been sent and that the company was "unable to determine why both shipments did not reach him." However, the record club agreed to remove the charge of $15.20 and to close the account.

Discussion Questions

- How can both the business and the consumer be certain that correspondence and packages arrive at the desired location?
- What are the advantages and the disadvantages of using this mailing method?

(2) Case 2: Juan versus Bob's Sharp Cars

Facts: On September 10 Juan was searching the used car lots for just the perfect car. He discovered a 1972 Valiant at Bob's Sharp Cars and fell in love. He was told the vehicle price was $599.

When Juan arrived home, he looked at the contract and realized the vehicle price was listed as $660. He immediately called Consumer Protection.

Solution: The investigator immediately realized that Juan's case was weak. Juan had no witnesses, receipts, or any other verification that he had been told that the cost of the Valiant was $599.

Bob's was contacted regarding the dispute over the price. The salesman denied ever promising the car for $599; in fact according to his "recollection," the price was originally $699 and Juan has talked him down to $660.

Frustrated, the investigator closed the case.

Discussion Questions

- What mistake did Juan make when he purchased the car?
- If Juan spoke only Spanish, should the contract be written in Spanish?
- Should a car dealer be compelled to hire Spanish-speaking salesmen so that the entire transaction can be conducted in Spanish?

(3) Case 3: Freta versus Shady Acres Apartments

Facts: On August 15, Freta and her friend, Julie, toured a two-bedroom apartment at Shady Acres, which rented for $180 a month. Both the girls were short of funds, so the apartment management offered to give them two weeks of free rent. The girls accepted the offer and both signed the month-to-month rental agreement.

In early October, Freta and Julie got into a terrible argument, which resulted in Freta stating that she would move out. Since her rent had already been paid for October, she requested that Shady Acres refund her portion of the rent. The apartment management refused.

Solution: When Freta contacted the investigator and explained the problem, it was suggested that she attempt to recover her lost rent from Julie's new roommate on a prorated basis. The apartment management could not be held responsible, when each tenant had signed the contract to rent the apartment.

Discussion Questions

- Was Freta's complaint justified? Explain.
- If you were the investigator, how would you handle this problem?

2. Effect on Consumers

a. Discuss what a day without laws would be like. Consider highway speeds, drinking laws, crime, and unlicensed doctors or lawyers. Determine the importance of laws.

Discussion Questions

- Why are laws important?
- What laws protect you daily?
- Do laws harm consumers?

b. List any laws you would like to eliminate. Further discuss these by giving alternative solutions (good and bad) and their consequences (good and bad) Use the chart below.

Laws to Eliminate	Solutions (good and bad)	Consequences (good and bad)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	3. Effect on Society	a. Discuss what would happen to consumers if they were not aware of consumer laws in the following cases:

(1) Wilma has had a problem with the furnace since the beginning of April. It's now the end of September and the furnace is still not fixed. She has let the situation slide, but now realizes she has to light the furnace and get her landlord to get the furnace in working condition.

Discussion Questions
- What if the landlord does not comply with Wilma's request? What are her alternatives?
- What are the local laws concerning landlord and tenant repairs?
- What agencies might help her?

(2) Michelle's car was making funny noises. She took it into the repair shop. The mechanic told her it was probably a loose belt, which would cost her about $15. When she came to pick up the car, the mechanic handed her a bill for $120 because he had also had to replace the alternator.

Discussion Questions
- What alternatives does Michelle have?
- What laws protect Michelle? The mechanic?
- How might Michelle obtain legal help?

b. In a round-robin discussion, pose scenarios of what might happen in consumer situations if there were no consumer laws. Use practical reasoning to suggest alternatives.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	4. Concerns Expressed	a. Brainstorm how citizens can exercise rights to express concerns.

(1) Vote
(2) Write letters
(3) Telephone political office
(4) Attend meetings
(5) Become a member of an advisory committee or board

(6) Testify
(7) Publicize concerns
(8) Picket
(9) Write letters to the editor
(10) Join an organization
(11) Display posters

PR

b. Using the practical reasoning process for the situations below, determine the best way to express concerns.

Situation	Way(s) to Express Concerns	Consequences to Receiver	Effects on Self, Family, and Society
You want to contact a legislator to express your opinion about a current bill.			
Utility costs are increasing.			
Big business is polluting the environment.			
All the stores in town are raising prices on the same item.			